OVERVIEW

The Carey Business School embraces Johns Hopkins University’s commitment to hiring and retaining exceptional faculty who represent diverse backgrounds and experiences. Our guidelines for faculty searches ensure that specific approaches and strategies are in place so that the Carey School can attract, recruit, and retain a diverse faculty comprised of exceptional candidates. Specifically, these guidelines incorporate the five “core elements” as recommended in the University’s Faculty Diversity Initiative. These core elements ensure that candidate pools appropriately represent respective availability pools and that committees make a concerted effort to mitigate unconscious bias in the screening and selection processes. The School has also put into place structural policies that support accountability for diversity efforts, including data diversity metrics and assessment tools for equity and diversity. While the Carey Business School values multiple types of diversity, including differences based on gender, race, ethnicity, socio-economic and employment status, religion, national or regional origin, disability, age, sexual orientation, gender identity, and military or veteran status, we place special emphasis on the recruitment of faculty belonging to categories that are under-represented in academia relative to their proportion in the general U.S. population, namely women and underrepresented minorities (URM), which include African Americans/Blacks, Hispanics/Latinos, and Native Americans.

CONTENTS

1. SCOPE OF SEARCH ................................................................. 2
2. SEARCH COMMITTEE ............................................................. 2
3. DIVERSITY ADVOCATE AND UNCONSCIOUS BIAS TRAINING ............ 2
4. POSITION ANNOUNCEMENT .................................................... 2
5. PLAN FOR SECURING A DIVERSE APPLICANT POOL .................. 3
6. SELECT CANDIDATES FOR INTERVIEWS AND CAMPUS VISITS ....... 4
7. CONDUCT INCLUSIVE INTERVIEWS AND CAMPUS VISITS .............. 5
8. MAKE THE FINAL SELECTION ................................................ 5
9. NEGOTIATE WITH THE RECRUIT ............................................. 6
10. WELCOME THE RECRUIT .................................................... 6
11. POST-SEARCH PROCESS ....................................................... 6
12. APPENDICES A-H ................................................................. 7-15

1 Developed by Carey Business School’s Faculty Diversity Initiative Action Plan Committee. Guidelines were adapted from the Krieger School of Arts and Sciences’ “Best Practices for Faculty Searches.” We use the same outline and language, which is taken verbatim in most cases although with some adaptation for the Carey School context and structure.
1. **DETERMINE SCOPE OF SEARCH**

Once the Vice Dean for Faculty & Research (hereinafter Vice Dean) has been notified by the Dean that a search is authorized, the general topic area of the search will be defined. Efforts will be made to search for colleagues working on creative and innovative topics which complement current faculty strengths (as opposed to “replacement hires”). While most positions will be filled at the assistant professor level, in some searches any/all ranks may be considered; alternatively, some searches will be specifically targeted at the tenured level.

2. **CREATE A SEARCH COMMITTEE WITH EMPHASIS ON EXPERTISE AND CONCERN FOR DIVERSITY**

Based on the search topic, the Vice Dean will form a search committee of 3-5 members with appropriate expertise and diversity of membership. For senior (tenured) searches, the Vice Dean will present the proposed search committee membership to the Dean for approval. If the small number of women and minority faculty in the academic discipline or school prevents their involvement, the academic discipline will consider adding an outside individual with relevant expertise who would add greater diversity to the search committee. Appendix A provides a “faculty search best practices checklist” to help the search committee chair and members ensure adherence with the processes indicated in these Guidelines. Appendix B suggests guidelines for the first meeting of the search committee.

3. **DESIGNATE A DIVERSITY ADVOCATE AND COMPLETE UNCONSCIOUS BIAS TRAINING**

One member of the search committee will be designated by the committee in consultation with the Vice Dean to serve as the diversity advocate who will be charged with ensuring the inclusiveness of the candidate pool and the procedures of the search process. The individual who serves as the diversity advocate will complete the online “unconscious bias” faculty search education module offered by the Office of Institutional Equity (OIE) to be trained on the best practices for conducting searches that generate excellent and diverse faculty. Each diversity advocate must familiarize him/herself with JHU’s Resource Guide for Faculty Searches and review the listed responsibilities of the diversity advocate. The OIE is an available resource to the diversity advocate on any questions concerning her/his responsibilities in this role. Once the diversity advocate has been selected, each member of the search committee must also complete the online unconscious bias training module. Appendix C describes the role of the diversity advocate in more detail, and Appendix D provides a checklist of the diversity advocate’s completed steps.

4. **DEVELOP POSITION ANNOUNCEMENT**

Prior to initiating the search, the position announcement will be written by the search committee. As much consideration as possible will be given to defining the position broadly to expand the number of candidates from diverse backgrounds and perspectives who may apply. The job posting should use language that will signal an interest in candidates who may contribute to the School’s diversity, and that emphasizes the School’s commitment to fostering an environment that is welcoming and respectful of all identities. For instance: “The search committee is dedicated to hiring candidates who, through their research, teaching, and service will contribute to the

---

2 [http://web.jhu.edu/administration/provost/docs/Resource%20Guide%20for%20Faculty%20Searches%202011.pdf](http://web.jhu.edu/administration/provost/docs/Resource%20Guide%20for%20Faculty%20Searches%202011.pdf)
excellence and diversity of the Carey Business School, Johns Hopkins University, our students, and the broader academic community. The leadership, faculty, and the staff of the Carey Business School are committed to enhancing our school culture through an environment that welcomes and respects everyone."

The following statement will be included in the position announcement and in all advertisements for the open position: 

*Johns Hopkins University is committed to the active recruitment of a diverse faculty and student body. The University is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans and individuals with disabilities and encourages applications from these and other protected group members. Consistent with the University’s goals of achieving excellence in all areas, we will assess the comprehensive qualifications of each applicant.*

The search committee chair (or designee) will submit the draft position announcement to the Vice Dean for approval prior to posting.

5. **PLAN FOR SECURING A DIVERSE APPLICANT POOL**

Creating a large pool of qualified candidates is an essential step in conducting a successful search. To generate a deep and diverse applicant pool, the committee must look beyond standard recruitment practices and the traditional position announcement. The search committee should:

- Identify any institutions or individuals that are especially successful at producing women and/or underrepresented minority doctorates and/or post-doctoral scholars in the desired field.
- Committees should not presume that candidates are not available to or willing to join our faculty (perhaps due to partner’s employment or other personal issues). If candidates are actually unavailable, such individuals may be considered in future searches. These individuals could also be asked to suggest other potential applicants.
- Determine how many women and underrepresented minorities have applied in past searches in their given academic discipline, in total and as a percentage of the applicant pool, in order to provide a general benchmark (these statistics can be provided by the office of the Office of Faculty & Research).
- Obtain the best data about availability pools to assess whether women and minorities are underrepresented at entry or senior levels in the relevant field (availability metrics can be provided by the JHU Institutional Research Office and/or the OIE, in consultation with the search committee). See Appendix G for details.
- Particular efforts should be made to increase the sources of information concerning potential candidates from any such underrepresented groups. In making these efforts, we recognize that it can be difficult to acquire data on who receives PhDs in particular disciplines and fields of expertise, especially for interdisciplinary searches, both those that routinely occur inside small departments, and the interdepartmental searches for program specific hires.
- Produce a **search plan** based on this information by which a diverse applicant pool will be generated such that it reflects the demographics of a field-specific availability pool.
- The search plan should include a broad outreach effort, particularly to excellent women and minority candidates working/studying at an array of higher education institutions. Refer, for example, to the Survey of Earned Doctorates (SED). SED gathers information
annually from all new U.S. research doctorate graduates about their educational histories, funding sources, and post-doctoral plans. Consider relevant publication lists and databases as a source for making personal contacts with colleagues at other universities to expand the candidate pool. Consult with the OIE for database information and resources to expand the traditional search.

- Consider advertising in field-specific specialty journals and/or association newsletters targeted to women and minorities; this signals the University’s concern about diversity and may identify promising applicants.

The search committee chair (or designee) will submit the draft search plan to the Vice Dean for approval.

6. SELECT CANDIDATES FOR INTERVIEWS AND CAMPUS VISITS

In several business disciplines, a set of candidates is selected for off-campus interviews held at the annual meetings of the relevant Association (e.g., the Academy of Management), and a subset of these candidates are subsequently selected to be invited for a campus visit. The guidelines below refer to both the off-campus interviews and the campus visits, making the appropriate distinctions where necessary.

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

For each search, the demographics of the candidates selected for interviews should at the very least reflect the demographics of the applicant pool (that is, the applicant pool should meet or exceed the availability pool). At a minimum, committees should strive to include at least one qualified woman or underrepresented minority candidate on the list of interviewees, and at least one on the list of applicants invited for a campus visit for each search. While we recognize that many applicants do not report race or ethnicity on their applications and that our data may therefore be limited in making this determination, we are committed to improving the diversity of our interview pool despite these limitations. In each search, the committee should consult with the diversity advocate in making these assessments.

Consider expanding the list of off-campus interviewees and candidates invited for a campus visit to include qualified candidates who would contribute to the School’s diversity, especially in fields where the desired diversity may not exist (e.g., where women or minorities are underrepresented in relation to the relevant applicant pool at either entry or senior levels). Off-campus interviews and campus visits may provide the opportunity for qualified individuals to demonstrate additional strengths, some of which may have been previously overlooked.

The diversity advocate and the search committee chair should monitor diversity-related efforts throughout the process, including reviewing the interview list before it is finalized. Once finalized, the search committee chair should forward the interview list to the Vice Dean for review.
The Vice Dean (and Dean for tenured faculty searches) will review the selection of those who will be invited for campus interviews to ensure that qualified candidates who would bring diversity have been appropriately considered. If the list of interviewees does not include any women or underrepresented minority candidates, the chair of the search committee shall write a memorandum to the Vice Dean explaining the circumstances that resulted in the limited interview pool.

7. CONDUCT INCLUSIVE INTERVIEWS AND CAMPUS VISITS

An experienced staff person will be responsible for scheduling and overseeing all arrangements for the off-campus interviews and campus visits so that the candidates have a positive experience. During the campus visit, each candidate should meet with the Vice Dean and/or Dean for at least a half hour. Meetings may be scheduled during the campus visit with faculty outside the department to introduce the prospective faculty member to a broader community of scholars who share background or interests. This is especially helpful if the candidate is from a demographic group or scholarly field that is not well represented in the department or related to other disciplines. Appendix E lists some basic interview guidelines under federal law, including permissible questions and questions that are not permissible in such sensitive areas as age, race, religion, marital and family status, etc.

8. MAKE THE FINAL SELECTION

The search committee will encourage everyone who interviews the candidates to offer feedback to inform the evaluation of applicants (see Appendix F for an example of a candidate feedback form). Each applicant will be evaluated based on the criteria established when the faculty position was created. After the campus visit, an online survey will be distributed to all faculty: those who attended the seminar (job talk) and/or met with the candidate will be able to provide their assessment through this survey. After the interviews and campus visits are complete, the faculty in the academic discipline will meet with the search committee to discuss finalist candidates and vote to recommend offers.3

The search committee chair will consult with the Vice Dean regarding selection of the candidate(s) to receive an offer. In addition, the Vice Dean will consult with appropriate tenured faculty in the discipline. When tenure is being considered for a senior offer, the Vice Dean will consult with all tenured faculty. The Vice Dean will seek final approval from the Dean to make an offer to the selected candidate and communicate back to the search committee chair with the decision or for further discussion.

The search committee is required to prepare a brief written memo at the end of the search to the Vice Dean and Dean to provide background information on who was selected for the position and the basis for such selection (see Appendix H). Should the search committee recommend that offers be made before all of the candidates have had an opportunity to be interviewed on campus, the

---

3 We recognize that, particularly in the junior market, decisions must at times be made quickly. Ideally, these decisions should be made at face-to-face meetings, but when matters are pressing, email can suffice. Similarly, while it is preferable that all faculty in an academic discipline attend the meeting, it is likely that not all will be able to attend. In such cases, the search committee chair or their delegate should solicit input from those unable to attend.
search committee chair will be required to present a written request to the Vice Dean and Dean providing a summary of the search up to that point and a rationale in support of the offer.
9. NEGOTIATE WITH THE RECRUIT

Negotiations should be carried out in a timely and respectful manner. The Vice Dean will be in frequent communication with the recruit. Assistance with the recruitment effort will be requested from faculty and academic leaders inside and outside the School as necessary.

10. WELCOME THE RECRUIT

Once the candidate has been offered the position by the Vice Dean, congratulatory phone calls or messages from the search committee and other faculty can communicate enthusiasm and help the candidate feel welcome.

The School should be mindful of possible questions or concerns that recruits might have about working at Johns Hopkins, such as family leave policies, school options, spouse/partner employment, and housing.

Treat the spouse, partner, or significant other well. If a return visit is needed for finalists during the recruitment process, such persons should be invited. In all cases, such persons should be given information about resources and offices that may be of interest, such as the Work, Life and Engagement Office (http://hopkinsworklife.org/, a resource concerning employment opportunities for spouse/partner, work/life balance issues, childcare, and information regarding the local community).

11. POST-SEARCH PROCESS

Applicants who are not selected for an interview or campus visit should be informed soon after the committee has determined that they will not be pursued. The search committee chair should contact such candidates at the appropriate stage, i.e., informing applicants who are not interviewed, informing those interviewed if not selected for a campus visit, and so on.

Finalists who visit campus and who are not selected should be informed by the search committee chair soon after the recruit has accepted the offer.

Candidates who reject offers to come to Johns Hopkins should be contacted by the Vice Dean to identify the reasons for their decision, including feedback about the search and recruitment process.

Names of minority and women candidates who were identified by the search committee as promising scholars but who may have needed additional time to develop their research should be noted, kept on file, and notified of future faculty searches.

The search committee chair will submit an executive summary briefing to the Vice Dean at the end of the search. Instructions for preparing the executive summary briefing are provided in Appendix H.
12. APPENDICES

APPENDIX A: JHU CAREY BUSINESS SCHOOL FACULTY SEARCH BEST PRACTICES CHECKLIST

☐ 1. Benchmarking of availability and candidate/applicant pools.
☐ 2. Inclusion of diversity advocate on search committee.
☐ 3. Unconscious bias training for search committee members.
☐ 4. Leadership oversight and approval of position posting.
☐ 5. Leadership oversight and approval of interview list.
☐ 6. Leadership oversight and approval of short list of candidates for campus interviews.
☐ 7. Required search summary to leadership, as part of approval process prior to making offer.
Once the search committee chair and committee members have been selected, it is a best practice to hold an in-person meeting to discuss both the substance and process of the search. The items below should be part of that meeting:

1. Review the charge to the committee, including legal requirements and documentation.
2. Identify the tasks to be completed by the committee chair and develop a timeline.
3. Identify the tasks to be completed by the search committee and develop a timeline.
4. Establish committee expectations regarding confidentiality and attendance. This should include a discussion of when email may be used to expedite information sharing and decision-making, as well as cautions regarding information transmitted via email.
5. Designate a diversity advocate (unless taken care of prior to first meeting).
6. Identify ways in which the committee as a whole will ensure that affirmative action/diversity is properly addressed.
7. The Vice Dean or designee should advise the committee of the diversity commitment of the division.
8. The Vice Dean or designee should advise the committee to seek candidates who have demonstrated academic excellence, and underrepresented candidates should be encouraged to apply.
APPENDIX C: THE ROLE OF THE DIVERSITY ADVOCATE

Each search committee shall designate one individual as the diversity advocate. This individual assumes primary responsibility for monitoring diversity activity within the search process. The general responsibilities of the diversity advocate are detailed below.

In general, the diversity advocate should:
- Be a vocal and responsible advocate for diversity and inclusion, keeping in mind the goals and principles of diversity;
- Actively assess each stage of the search process to ensure an equitable and open search consistent with the goals established at the onset of the process;
- Facilitate thoughtful exchanges about how diversity can help the School close the gap between the current state and aspirations (e.g., attract a broader mix of students, mentor diverse students, offer different curricular or research opportunities, attract funding, etc.);
- Lead discussions related to strategies for developing a diverse pool that could lead to attracting and hiring women and underrepresented minorities, persons of color, persons with disabilities, and veterans;
- Keep the issues at the center of every strategic conversation and each phase of the decision-making process;
- Assist the committee in self-scrutiny about potential biases towards, for example, identity group or academic affiliations;
- Encourage search committee members to think about how innate schemas may lead to unconscious and unintended bias in how members relate to individuals/events/information throughout the evaluation and selection process;
- Suggest a review of one or more of the following links to draw attention to the issues:
  - Ohio State’s Bias and Schemas Video: [http://www.youtube.com/watch?v=UZHxFU7TYo4&feature=plcp](http://www.youtube.com/watch?v=UZHxFU7TYo4&feature=plcp)
  - Harvard University Project Implicit Investigating the gap between intentions and Actions: [http://projectimplicit.net/index.html](http://projectimplicit.net/index.html). (To take the Implicit Association Test (IAT), see: [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/))
- Draw attention to the potential assumptions individual members may bring to their evaluation of candidates when this leads the committee away from an objective assessment of the knowledge, skills, and experiences necessary to be a top candidate.

The Diversity Advocate should not:
- Attempt to control the outcome of the search;
- Replicate the role of the chair of the search committee;
- Assume an understanding of others’ motives, goals or objectives;
- Be passive or overly deferential;
- Disengage from the process if frustrated, confused, worried, or concerned.

The Office of Institutional Equity (OIE) is an available resource for training and advising the Diversity Advocate at any stage in the search process to help address any questions or concerns regarding the role of the diversity advocate in the search.
APPENDIX D: DIVERSITY ADVOCATE’S CHECKLIST

☐ 1. Diversity advocate and search committee members complete Unconscious Bias Training.

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

☐ 3. Secure a diverse applicant pool by developing a search plan, using data on availability pools, and enacting a broad outreach effort.

☐ 4. Assess diversity-related efforts throughout the interview selection process to ensure that qualified candidates who would also bring diversity are appropriately considered.

☐ 5. Review the short list of candidates to be interviewed before it is finalized.

☐ 6. Monitor the interview process to ensure that all steps are taken to make it inclusive and welcoming for the candidates.

☐ 7. Refer all interviewers to Appendix E regarding what questions should be avoided during interviews.

☐ 8. Encourage all those who interview or meet the candidate to complete a Candidate Feedback Form. (See Appendix F for sample.)

☐ 9. Encourage everyone who will be meeting the recruit to be welcoming, responsive and helpful.

☐ 10. Submit final faculty diversity and inclusion briefing to the Vice Dean as soon as possible after the offer of employment has been accepted by the candidate.
**APPENDIX E: BASIC INTERVIEW GUIDELINES UNDER FEDERAL LAW**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>QUESTIONS TO AVOID</th>
<th>PERMISSIBLE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Age, birth date, date of graduation</td>
<td>None</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Whether candidate is a U.S. citizen; place of birth</td>
<td>Whether candidate is eligible to work in U.S.</td>
</tr>
<tr>
<td>Disabilities</td>
<td>Any question about a candidate’s health, medical condition or illness, or one that is for the purpose of eliciting information about a disability</td>
<td>Questions about how candidate would perform the job and whether candidate could perform teaching, research and other related job functions with or without accommodation</td>
</tr>
<tr>
<td>Marital and family status</td>
<td>Questions about marital status, child care, children, or pregnancy</td>
<td>May inform candidate that information regarding university family policies and services is available and then refer candidate to appropriate campus resources (e.g., Work, Life and Engagement)</td>
</tr>
<tr>
<td>Race</td>
<td>Any question about individual’s race, national origin, ethnicity, or (unless relevant) languages spoken</td>
<td>None</td>
</tr>
<tr>
<td>Religion</td>
<td>Questions about religious affiliation</td>
<td>None</td>
</tr>
</tbody>
</table>
## APPENDIX F: CANDIDATE FEEDBACK FORM (SAMPLE)

**Review of Final Candidate**

Search _______________________
Reviewer Name ___________________
Candidate Name ___________________

*I = Inadequate; A = Adequate; N = Neutral; G = Good; E = Excellent; N/A = Did not attend*

<table>
<thead>
<tr>
<th>Reviewed candidate's cover letter and CV</th>
<th>I</th>
<th>A</th>
<th>N</th>
<th>G</th>
<th>E</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read candidate's research/teaching statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read candidate's scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met with candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended candidate's job talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observed candidate's teaching demonstration, or attend discussion regarding teaching/pedagogy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended a meal with candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strengths of candidate**

**Concerns candidate presents**
APPENDIX G: AVAILABILITY DATA – WHAT IT IS, AND HOW TO USE

Availability Pools

Definition:
Federal guidelines describe “availability” or the “availability pool”, as the estimated percentage of minorities and women available for employment in each identified job group. The purpose of the availability determination is to establish a benchmark against which the demographic composition of the incumbent workforce can be compared in order to determine whether barriers to equal employment opportunity may exist within particular job groups. Availability involves calculation of minorities and women who are "available" to work in the position being recruited for, from both external sources (i.e., hired from outside the company/organization) and internal sources (e.g., transfer or promotion of existing employees in the company/organization).

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

To calculate availability, OIR benchmarks the percentage of women and designated ethnic minorities with requisite skills in the reasonable recruitment area from which we normally seek, or could reasonably seek, faculty members to fill the position in question.

The requisite skills for an academic position normally mean completion of the Ph.D. There are some disciplines in which a medical doctorate, juris doctorate or master’s degree is the terminal degree, such as the Masters of Fine Arts (M.F.A.). Since most of our hiring is done from outside the university, we generally rely upon external availability to determine our entire availability.

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

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

Utilization Analysis
Once availability data has been determined, committees can conduct a utilization analysis for the search. This involves a comparison of the percentage of minority or women employees who have applied for a particular position, with the percentage of qualified minorities and women in the relevant labor market.
Johns Hopkins University has made Interfolio by Committee available to all divisions for use in faculty searches, to increase efficiency in faculty searches, and to facilitate collection of demographic data necessary to complete utilization analyses.

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

Additional Information:

Top 100 Degree Producers: Graduate and Professional
http://diverseeducation.com/top100/GraduateDegreeProducers2015.php
APPENDIX H: PREPARING EXECUTIVE SUMMARY BRIEFING

Below are instruction to assist the search committee chairs in preparing their executive summary briefing to be submitted to the Vice Dean for Faculty & Research at the end of the search.

The briefing should include the following elements:

- Name of search
- List of search committee chair and members
- Total number of applications received and reviewed; breakdown by gender and race/ethnicity
- Description of efforts and actions taken to benchmark availability and applicant pools
- Description of efforts to identify outstanding candidates who are female or members of minorities, and/or of the difficulties encountered
- List of candidates selected for interviews and for campus visits
- List of candidates who received an offer
- Outcome of the search