FACULTY DIVERSITY INITIATIVE
The Peabody Institute of the Johns Hopkins University
Prepared January 2018
I. Introduction and Overview

The Peabody Institute of the Johns Hopkins University values diversity and inclusion. We are committed to a climate of mutual respect and civility among members of our community. Peabody recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming.

Johns Hopkins University is committed to hiring and retaining exceptional faculty. We value the university’s stimulating, welcoming, and diverse environment, and we believe that performance, research and teaching are enriched by a variety of perspectives and that students must be prepared to achieve success in a world that is both global and diverse. Johns Hopkins encourages the vigorous recruitment and retention of diverse faculty.

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

As the oldest conservatory in the United States today, and as a division of one of the world’s great universities, the Peabody Institute has an especially important role to play in leading change in the field of music, and especially classical music. Peabody has chosen to put a stake in the ground around the issue of diversity and inclusion. Because the discipline of the arts, especially music, requires early access to training, moving the needle here mandates a commitment by institutions like Peabody to make diversity a core value. It is also enlightened self-interest. Audiences will only grow and diversify and be there for the artists that we are training if the performers on stage diversify and look like audiences we want to attract. It is a virtuous circle. With the rapidly changing demographics in this country, it is both virtuous and urgent.

Consequently, The Peabody Diversity Pathway Task Force was formed some 18 months ago in order to more effectively address important issues around diversity and inclusion at Peabody. The charge of the group was to examine Peabody’s current state of diversity with a focus on under-represented communities and establish a long-term plan that addresses the diversity pipeline for students, faculty, and staff, and in doing so, foster an ongoing conversation about diversity at Peabody and in the world of classical music. In order to facilitate the work of the task force, sub-committees were formed across three areas: Student Recruitment; Curriculum and Programming; and Climate and Cultural Competency.

Many action items and steps came out of these and other discussions at Peabody, including establishing the Peabody Institute Diversity Fund to seed projects, and the Faculty Diversity Initiative. These efforts are making a difference as data in this report demonstrates. That said, much work remains to be done, and we are committed to seeing it through. In addition to its work across the Conservatory, Peabody has expanded its commitment to early access through its Tuned-In program, which now engages more than seventy young, mostly students of color in the Peabody Preparatory’s programs, which has already resulted in students coming directly into the Peabody Conservatory by way of Tuned-In. Perhaps most important, every student coming through Tuned-In has gone on to college.

Part of this is also about challenging our own historic notion of programming in order to broaden the musical breadth of Peabody. For example, a Dean’s Incentive Grant spawned a community-based class in Hop-Hop; a gospel class partners with churches in Baltimore; and Jazz at Peabody is on the verge of a renaissance with exciting new leadership which will be announced in the New Year.
This is only a beginning. What is required is a long-term commitment to change the face of classical music, and music generally. There is no easy road and it is not nearly as fast as we would like. But it is essential. It’s essential to the future of music, to building audiences, to breaking down barriers, and ensuring accessibility and excellence. Ultimately, excellence lives in diversity. If we are not going to achieve diversity in the arts, which should be the essence of diverse, where can it be achieved? That is our challenge, and The Peabody Institute is committed without hesitation to its part in leading this charge.

II. Current representation of women and minority faculty

Tables 1-4 in Appendix A present the distribution of the faculty members in the conservatory by gender and minority status using data generated in December 2017 by the SAP. The Association of American Universities’ (AAU) data set assisted in providing Peabody benchmarks among our peer set for both gender and diversity. (See Appendix B, August 2016) According to these data, women comprise 25-31% of faculty at peer institutions depending on the rank and department. URM faculty at these same institutions comprise 4-5%.

A. Women Faculty
Women faculty currently comprise approximately 36.5% of the conservatory faculty. Of those hired in 2016-17, there were 10 women among the 28 new hires (36%). These include danah bella, the new chair of Dance, Anicia Timberlake, a strong appointment in Musicology, Du Yun, winner of the 2017 Pulitzer Prize in Composition, and the award-winning composer, Nina C. Young, serving as distinguished visiting faculty.

B. URM Faculty
Underrepresented minorities in 2017 comprise 18 percent of new faculty, and nearly 7 percent of our total conservatory faculty — more than double that of five years ago when it was 3 percent. We anticipate another robust round of URM hiring during the 2017-18 academic year. The Peabody can report a small measure of satisfaction in their success in hiring URM and women faculty. Of the 28 new hires, there are 5 new URM faculty (18%). Of particular note is Joseph Young, who has been appointed the Ruth Blaustein Rosenberg Artistic Director of Ensembles. Mr. Young is a Peabody alumnus and most recently the Associate Conductor of the Atlanta Symphony. As the conductor of our student orchestras, Mr. Young will become one of the most visible and outward-facing faculty at Peabody. Peabody is also delighted to have recruited the noted tubist Velvet Brown, as well as the Brazilian composer Felipe Lara. It is important to note that perhaps unlike other divisions, adjunct appointments are significant and common in a Conservatory setting, as they are recruited to teach across different areas of expertise and often include some of our most prominent faculty. For that reason, Peabody gages its success in diversity among faculty in part by benchmarking URM as a percentage of total faculty.

C. Summary and Goal
Peabody invested in faculty over the 2016-2017 academic year both to address the needs created by faculty retirement and also to strategically expand programs that are essential to our institutional priorities. The urgent need to fill positions weighed heavily on our overworked faculty, many of whom served on multiple search committees.

While Peabody can report a record year for appointing URM and women faculty, it is clear that still more must be done both for Peabody and for the larger field of western art music.
III. Recruitment and Search Practices

Developed in the summer of 2016 and further refined in the summer of 2017, Peabody has clear policies for faculty searches which emphasize training for search committees, including recognition of unconscious biases in the search process; enhanced outreach practices; and greater accountability. Each aspect of this plan includes the responsible party and ongoing decanal oversight.

A. Search Committee Training
Peabody’s commitment to fair, unbiased searches which yield a diversity and talented candidate pool and faculty hires starts with standardized training on recruitment strategies, a diversity advocate for each search, and unconscious bias training for all members of the committee.

1. Handbook on Faculty Searches. The Peabody Handbook on Faculty Searches (Appendix C) provides faculty members and administrators with comprehensive information and expectations on searches in a user-friendly format. Recruitment issues specific to under-represented minority searches are integrated into this document so that all search information resides in one place and strategies to enhance under-represented minority recruitment become part of the faculty search fabric, rather than residing separately as an “add on.” This document is available on the Peabody intranet at all times for all members of the faculty at: https://portalcontent.johnshopkins.edu/Peabody/conservatory/academicaffairs/Peabody%20Faculty%20Search%20Process%20FINAL%20FY17.pdf. Further, it is disseminated to all search committee members and reviewed in detail by the Senior Associate Dean of Institute Studies at the initiation of a search.

2. Appointment of a Diversity Advocate. One member of the search committee will be designated by the committee to serve as the diversity advocate. This person is charged with ensuring the inclusiveness of the candidate pool and the procedures of the search process. Each diversity advocate must familiarize him/herself with Peabody’s Handbook on Faculty Searches and review the listed responsibilities of the diversity advocate. The JHU Office of Institutional Equity is an available resource to the diversity advocate on any questions concerning his/her responsibilities in this role. The diversity advocate must report at each step of the search process to the dean the specific steps taken by the search committee to ensure that best practice protocol was implement in the search for excellent and diverse faculty.

3. Training in unconscious bias and the value of diversity. Social stereotypes based on gender, race or ethnicity can exist outside of conscious awareness. Although the most compelling testimony is often based on an individual’s own experience, provision of standard material can serve to align the type of information provided across committees and reduce preparation burden on the diversity advocate. JHU’s Talent Management organization online course entitled, “Diversity Matters: Faculty Searches at JHU” is used for this purpose.

This presentation includes data on representation of women and underrepresented minorities in the School and nationally, considerations regarding the value of a diverse faculty, analysis of the evolving landscape of bias in hiring, and best practices in recruiting a diverse faculty and fostering a welcoming environment for all.

B. Outreach
Creating a large pool of qualified candidates is the single most important step in conducting a successful search. To generate a deep and diverse applicant pool, the committee must look beyond standard recruitment practices and the position announcement.

1. Broad formal dissemination of the opportunity. Peabody has used Interfolio since the summer of 2016 for faculty searches. This newly available faculty hiring resource, creates a landing page with a unique URL to serve
as the online application for an open position. This information will be supplemented by a list, compiled and maintained within departments, that includes organizations, professional associations, postdoctoral programs, training grants, and so on, that are targeted at underrepresented minority and women in the performing arts. The relevant information will be provided to the search committee by the department’s diversity advocate(s) to ensure that the search opportunity is widely disseminated.

2. **Wording of advertisements.** Advertisements should include proactive language regarding the School’s commitment to recruit a diverse and inclusive pool of applicants.

3. **Collegial outreach.** Faculty are often uncomfortable directly reaching out to under-represented minority colleagues who they do not know well to encourage them to apply. Peabody considers each committee to be a recruitment committee and not a receiving committee. As a result, each committee member is responsible to the diversity advocate to ensure that they are taking proactive approach to developing the pool of potential candidates, including focus on the diversity of that pool.

4. **Departmental Diversity Development Fund.** In support of our commitment to diversity and inclusion, Peabody offers funding in support of diversity and inclusion activities within our school. Departments may be eligible to receive up to $1,500 per academic year towards the expenses of an on-campus visit from a guest lecturer, presenter, or performer. Applications must be submitted by the department chair. A written follow-up summary detailing how the department benefited from the guest, both musically and in terms of diversity and inclusion, will be submitted by the chair. Departments are permitted to pool their funding to cover the costs for visitors that mutually benefit their programs. The expectation is that this pool of guest artists may at some future time become candidates for a position within the conservatory. (Appendix D)

C. **Accountability**
Successful implementation of this Faculty Diversity Initiative Plan is depends on acceptance of the importance and benefit of faculty diversity from multiple stakeholders, ranging from the faculty who serve on individual search committees to department chairs to the Dean’s office. Key features of enhanced accountability include benchmarking, applicant tracking, formal evaluation of the search process, and annual analysis of the recruitment, retention and time in rank of women and under-represented minorities.

1. **Benchmarking.** As discussed in Section I: Current Representation of Women and Minority Faculty, Peabody utilizes data from the AAU Data Exchange which is accessed by the JHU Office of Institutional Research. While the data set is not an exact match for the conservatory, it is the most appropriate benchmark currently available. (Fall 2016)

2. **Applicant data collection.** In August 2016, tracking of applicants for Peabody moved to a new faculty application platform, Interfolio, implemented by JHU. The new system includes management of the workflow of applications, submission of CVs and other materials, compilation of advertising venues, and notification of applicants. Applicants provide gender, race and ethnicity data within the system, which allows reporting in aggregate for each search at all points of the process. (Fall 2016)

3. **Approval of finalists.** Key to increasing under-represented minority representation in the school is the composition of the list of semi-finalists and finalists asked to interview by search committees. These lists for all faculty searches, summary characteristics for the applicant pool (based on Interfolio data) along with an explanatory letter when needed, should initially be reviewed by the department’s Diversity Advocate for feedback or suggestions. Once complete, it must be provided to the Dean for approval before on-site interviews can be scheduled. (Fall 2016) When appropriate, the Dean has instructed the committee to go back and reconsider the pool of finalists to ensure that all efforts have been pursued in the interest of recruiting a diverse pool of candidates.
4. Annual reporting. An annual report on under-represented minority and women representation will be prepared and presented annually to the Peabody Academic Council. Success, or its lack, in meeting diversity expectations will be discussed, along with strategies needed to reinvigorate the process. (Summer 2017)

D. Contribution of JHU resources
Hiring any new faculty member is a resource-intensive process. Several financial resources are utilized to support this process. These include:

1. Target of Opportunity (TOP) fund. TOP was established to support the targeted recruitment of exceptional and diverse faculty without conducting a traditional full search. TOP funds can be requested for up to 3 years at $100,000 a year and can be used to cover salary, fringe benefits, and start-up costs for new appointees. To date (December 2017), funding has been awarded for the support the hire of one new member of the Peabody faculty. (on-going)

2. Visiting Professorship (or Scholar) fund. This fund was established to encourage flexible and less formal arrangements for bringing URM faculty into the community. Such arrangements can serve to introduce the School to the individual and the individual to the School and, if successful, may lead to future faculty appointments. To date, the School has been awarded funds for one Visiting Scholar. (on-going)

3. The Diversity Postdoctoral Fellowship program. This program was formulated to prepare postdocs for faculty positions, preferably at JHU. Because of the nature of the performing arts, we have had no applicants to this this program. (on-going)

Additional information about these programs can be found here: http://web.jhu.edu/administration/provost/programs_services/faculty_affairs/

IV. Faculty Retention

Faculty retention is the other side of the recruitment coin and, as described earlier, is critical in maintaining representation of under-represented minority faculty who often are targets of recruitment at other top-tier institutions that can often offer full salary support.

Offsetting the new arrivals, most faculty have left by way of natural attrition: retirement following a long and distinguished career. We will continue to monitor the support those faculty new to our faculty through various faculty development initiatives developed since 2016 including Faculty Orientation, Faculty Opening Workshop, the Department Chair’s Leadership Breakasts, a Peabody specific Lunch and Learn program, Instructional Technology Workshops, among others.
Appendix A: Peabody Conservatory Diversity Data

Table 1: Conservatory Full-Time/Part-Time Faculty Diversity Reporting

| FT/PT Faculty | Female | | | Male | | | Under-Represented Minorities* |
|---------------|--------|--------|--------|--------|--------|--------|
|               | counts | percentages | counts | percentages | counts | percentages |
| Oct 2017      | 82     | 30      | 36.6%  | 52      | 63.4%  | 3       | 3.6%    |
| June 2017     | 78     | 26      | 33.3%  | 52      | 66.7%  | 5       | 6.4%    |
| May 2016      | 81     | 28      | 34.6%  | 53      | 65.4%  | 5       | 6.2%    |
| June 2015     | 79     | 26      | 32.9%  | 53      | 67.1%  | 1       | 1.3%    |
| June 2014     | 82     | 26      | 32%    | 56      | 68%    | 3       | 3.6%    |
| June 2013     | 81     | 26      | 32%    | 55      | 68%    | 2       | 2.4%    |
| June 2012     | 84     | 26      | 30%    | 58      | 70%    | 2       | 2.4%    |

Table 2: Conservatory Adjunct Faculty Diversity Reporting

| Adjunct Faculty | Female | | | Male | | | Under-Represented Minorities* |
|-----------------|--------|--------|--------|--------|--------|--------|
|                 | counts | percentages | counts | percentages | counts | percentages |
| Oct 2017        | 96     | 35      | 36.5%  | 61      | 63.5%  | 9       | 9.3%    |
| June 2017       | 92     | 36      | 39.2%  | 56      | 60.8%  | 8       | 8.7%    |
| May 2016        | 78     | 28      | 35.9%  | 50      | 64.1%  | 6       | 7.6%    |
| June 2015       | 81     | 30      | 37%    | 51      | 63%    | 6       | 7.4%    |
| June 2014       | 85     | 29      | 34%    | 56      | 66%    | 6       | 7%      |
| June 2013       | 75     | 23      | 31%    | 52      | 69%    | 5       | 6.7%    |
| June 2012       | 74     | 25      | 34%    | 49      | 66%    | 3       | 4%      |
Table 3: Aggregate Conservatory Faculty Diversity Reporting

<table>
<thead>
<tr>
<th>Total Conservatory Faculty</th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
<th>Under-Represented Minorities*</th>
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<td>counts</td>
<td>percentages</td>
<td>counts</td>
<td>percentages</td>
<td>counts</td>
</tr>
<tr>
<td>Oct-17</td>
<td>178</td>
<td>65</td>
<td>36.5%</td>
<td>113</td>
<td>63.5%</td>
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<td>Jun-17</td>
<td>170</td>
<td>62</td>
<td>36.5%</td>
<td>108</td>
<td>63.5%</td>
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<tr>
<td>May-16</td>
<td>159</td>
<td>56</td>
<td>35.2%</td>
<td>103</td>
<td>64.8%</td>
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<tr>
<td>Jun-15</td>
<td>160</td>
<td>56</td>
<td>35.0%</td>
<td>104</td>
<td>65.0%</td>
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<tr>
<td>Jun-14</td>
<td>167</td>
<td>55</td>
<td>32.9%</td>
<td>112</td>
<td>67.1%</td>
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<tr>
<td>Jun-13</td>
<td>156</td>
<td>49</td>
<td>31.4%</td>
<td>107</td>
<td>68.6%</td>
</tr>
<tr>
<td>Jun-12</td>
<td>158</td>
<td>51</td>
<td>32.3%</td>
<td>107</td>
<td>67.7%</td>
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Table 4: FY17 Conservatory Faculty Recruiting

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<th>Total Faculty</th>
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<tbody>
<tr>
<td>FT/PT</td>
<td>13</td>
</tr>
<tr>
<td>Adjunct</td>
<td>15</td>
</tr>
<tr>
<td>Total Female</td>
<td>10 (36%)</td>
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<tr>
<td>Female FT/PT</td>
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<td>Female Adjunct</td>
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<tr>
<td>Total Male</td>
<td>18 (64%)</td>
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<td>Male FT/PT</td>
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<tr>
<td>Male Adjunct</td>
<td>11</td>
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<tr>
<td>Total URM*</td>
<td>5 (18%)</td>
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<tr>
<td>URM FT/PT</td>
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</tr>
<tr>
<td>URM Adjunct</td>
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*Under-represented minorities (URM) include American Indian/Alaska Native, Pacific Islander/Native Hawaiian, Black and Hispanic. Non-resident alien not URM.
Appendix B: AAU/Office of Institutional Research Diversity Benchmarking Data

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FULL OR PART TIME</th>
<th>FACULTY RANK</th>
<th>GENDER (AY 11-15)</th>
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<tr>
<td></td>
<td></td>
<td>Fem</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>120</td>
<td>1626</td>
</tr>
<tr>
<td></td>
<td>FULL TIME</td>
<td>1. Professor</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Associate Professor</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Assistant Professor</td>
<td>140</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Instructor</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Lecturer</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<td>6100</td>
</tr>
<tr>
<td></td>
<td>PART TIME</td>
<td>1. Professor</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>2. Associate Professor</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3. Assistant Professor</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>4. Instructor</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>5. Lecturer</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>152</td>
<td>1948</td>
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</table>

NOTES
Source: AAU/Diversity Faculty Profile by CIF (for all participating member institutions)
Headcount of institutional faculty
Does not include Johns Hopkins faculty
Performance category includes: (1) Conducting; (2) Jazz Studies; (3) Music History, Literature, and Theory; (4) Music Pedagogy; (5) Music Theory and Composition; (6) Music, Other; (7) Musicology and Ethnomusicology
Non-performance category includes: (1) Keyboard Instruments; (2) Music Performance, General; (3) Music, General; (4) Percussion Instruments; (5) Stringed Instruments; (6) Voice and Opera; (7) Woodwind Instruments
Performance category includes: (1) Conducting; (2) Jazz Studies; (3) Music History, Literature, and Theory; (4) Music Pedagogy; (5) Music Theory and Composition; (6) Music, Other; (7) Musicology and Ethnomusicology
Participating Institutions: Arizona, Case Western, University of Chicago, Colorado, Columbia, Cornell, Duke, Emory, Florida, Harvard, Illinois, Indiana, Iowa, Iowa State, Kansas, Maryland, Michigan, Michigan State, Minnesota, MIT, North Carolina, Northwestern, Ohio State, Oregon, Penn, Penn State, Pittsburgh, Princeton, Rutgers, Stanford, SUNY-Buffalo, Texas, UC Berkeley, UC Davis, UC San Diego, UC Santa Barbara, UConn, Vanderbilt, WashU, Wisconsin, Yale
OVERVIEW

Johns Hopkins University is committed to hiring and retaining exceptional faculty. We value the university’s stimulating, welcoming, and diverse environment, and we believe that research and teaching are enriched by a variety of perspectives and that students must be prepared to achieve success in a world that is both global and diverse. Johns Hopkins encourages the vigorous recruitment and retention of diverse faculty.

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

The following faculty recruitment practices have been established as steps to guide Peabody in their recruiting efforts.

A search for a qualified candidate should be performed for all full-time and part-time continuing faculty appointments. Exceptions may be made at the discretion of the dean. A search involves seeking to identify a diverse pool of qualified candidates from which to select the individual whose background, experience, and/or field of expertise best meets the needs of the position. The candidate pool is usually arrived at through advertising for the position in the newspaper, on the web, in trade journals, and/or with professional associations or academic institutions.

On rare occasions, a candidate may be presented of such high distinction that the process is abbreviated so the hire may be made directly at the discretion of the Dean and the university Provost.

The process is as follows:

1. OBTAIN APPROVAL AND DETERMINE SCOPE OF SEARCH

The hiring of a faculty position must first be approved by the Dean of Peabody (Dean) or designee, Senior Associate Dean for Institute Studies (SADIS), in writing. The dean or his designee will work closely with the department chair to determine the scope of the search based on the staffing needs of the Peabody Institute and a proposed a time frame.
2. APPOINTMENT AND CHARGE OF THE SEARCH COMMITTEE

The Dean or his designee, in consultation with the chair of the department, creates a search committee with emphasis on topic expertise and concern for diversity. Generally, the ideal search committee has approximately 4-6 members who possess the relevant research, teaching, service and expertise relevant to evaluate the candidates. The committee must include at least one member from outside of the department being filled and one student liaison (preferably a graduate student). The student will enter the process at the point where a “short list” of candidates has been identified and will liaise with the other students in the department. The student will be considered an ex-officio, or non-voting member of the committee. Where possible and appropriate, the committee membership should represent a diverse mix from the point of view of gender and race.

The Dean or his designee will convene the initial meeting of the search committee to discuss the nature of the vacancy and its formal announcement. (See Appendix A, Addressing Affirmative Action Issues)

Search committees are asked to follow the following principles:
- 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.
- A fair and unbiased search should be used to determine the best candidates.
- A thorough effort should be made to seek out underrepresented groups.
- The committee should discuss the benefits of developing a diverse candidate pool.
- All advertisement must contain, at a minimum, the statement – Affirmative Action / Equal Opportunity
- Documentation must be compiled and kept in a central location for three years. (kept in the Dean’s office)
- A complete Affirmative Action report must be completed (this is done through the Deans office)

In addition, tasks to be accomplished at the initial meetings of the search committee include:
- Discuss and develop goals for the search
- Discuss and established ground rules for the committee
  - Attendance
  - Decision-making (How will the committee make decisions? By consensus? By voting?)
  - Confidentiality and disclosure
  - Other search specific requirements
- Discuss roles and expectations for the search committee members
  - Recruit applicants
  - Develop evaluation criteria
  - Evaluate candidates
  - Develop interview questions
Interview candidates
Host candidates who interview on campus
Ensure that the search process is fair and equitable
Maintain confidentiality

- Discuss what excellence means for the position you are seeking

It is the committee member’s responsibility to protect the confidentiality of the applicant’s candidacy as long as requested and practical. This extends to a discussion of the candidates with anyone outside the search committee itself including other members of the hiring department during the silent phase of the search. Any committee member found to have breached confidentiality will immediately be removed from the search committee and may be subject to additional sanctions.

3. DEVELOP A POSITION ANNOUNCEMENT AND DECANAL APPROVAL

The search committee submits, for the dean’s approval or that of his designee, the draft text of the advertisement for the position. Items to be included in the advertisement are: deadline for submission, areas of specialization, and a list of required application materials, instruction for submission, and an Affirmative Action Statement.

Consideration should be given to defining the position broadly to expand the number of candidates from diverse backgrounds and perspectives. Also use language that will signal an interest in candidates who may contribute to the department’s diversity.

Include in the position announcement and in all advertisement for the position the following statement:

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

The dean’s office in conjunction with the manager of human resources administers the search, placing the position announcement in appropriate media, receiving application materials, maintaining contact with the candidates, and keeping appropriate records.

4. DESIGNATE A DIVERSITY ADVOCATE & COMPLETE UNCONSCIOUS BIASE TRAINING (see Appendix B and Appendix C)

One member of the search committee will be designated by the committee in consultation with the 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 be selected from, or following training by the Office of Institutional Equity (OIE) will join, a pool of faculty trained on the role of the diversity
advocate and best practices for conducting searches that generate excellent and diverse faculty. If the search committee is unable to designate a qualified diversity advocate, the dean shall designate a diversity advocate to serve, with preference given to senior faculty members in the department conducting the search.

Each diversity advocate must familiarize him/herself with JHU’s Resource Guide for Faculty Searches and review the listed responsibilities of the diversity advocate. (See Appendix B.) The OIE is an available resource to the diversity advocate on any questions concerning his/her responsibilities in this role.

Once the diversity advocate has been selected, each member of the search committee must complete live or online unconscious bias training conducted by OIE.

A statement attesting to the completion of unconscious bias training, collective agreement to search with diversity and inclusion in mind, and the designation of a diversity advocate should be included in the Preliminary Affirmative Action (AA) Report for Decanal Approval (described in Step 7 below).

At the conclusion of the search, the diversity advocate will be responsible for completing the Checklist of Recommended Steps, attached as Appendix C. These efforts are not intended to create an administrative burden but, rather, to ensure that the search committee followed best practice protocol in its hiring of an excellent and diverse faculty.

5. PLAN FOR SECURING A DIVERSE APPLICANT POOL

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

- Identify any institutions or individuals that are especially successful at producing women and/or underrepresented minority doctorates and/or post-doctorates in the desired field. Recruit actively from those sources as well.
- Committees should not assume that candidates are not available (perhaps due to partner’s employment or other issues). If unavailable, such individuals may be candidates in future searches. These individuals should also be asked to suggest applicants.
- Find out how many women and underrepresented minorities have applied for past positions in your department, as a percentage of the total applicant pool.
- Obtain the best data about availability pools to assess whether women and minorities are underrepresented at entry or senior levels in the relevant department or field (availability metrics will be provided by the Institutional Research Office and/or the OIE, in consultation with the search committee). 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 receive terminal degrees 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. See also Resource Guide for Faculty Searches (section II, C). The search plan should include a broad outreach, particularly to excellent women and minority candidates working/studying at a broad array of higher education institutions. Consider advertising in specialty journals targeted to women and minorities; this signals the University’s concern about diversity and may identify promising applicants.

Some recommendations for building the most diverse candidate pool possible include:

- Advertise not only in the standard journals in your field, but also in publications targeted to women and underrepresented minority scholars in your discipline.
- Identify fellowship programs in your field, especially those that aim to expand the representation of women and members of minority groups in the professoriate. Contact the administrators of these programs and seek their assistance in announcing the position.
- Make lists of professional meetings, professional societies or associations, and members of these organizations, and use them to recruit.
- Identify committees, caucuses, or individuals in your professional societies that work to increase the representation of women and members of minority groups in your discipline. Solicit their assistance in advertising your position.
- Contact your alumni/alumnae and seek their assistance in recruiting applicants for your position.
- Make calls and send emails or letters to a wide range of contacts asking for potential candidates. Ask specifically for recommendations of women or diverse applicants.
- Make an effort to identify colleagues with diverse backgrounds or experiences. Such colleagues may help you reach highly qualified minority or women candidates.
- Call potential applicants directly to encourage them to apply. Whenever possible, begin your conversation by referring to the person who recommended that you contact them.
- Actively involve all search committee members in specific tasks. For example, each member of the search committee can call ten colleagues to request recommendations of potential candidates and can ask specifically for recommendations of candidates who are women or members of underrepresented minority groups.

6. PRELIMINARY AFFIRMATIVE ACTION REPORT

Once a pool of candidates has been identified, the specific efforts taken to generate a diverse applicant pool should be documented by the diversity advocate. This report should be submitted to the dean’s office before candidates are selected to interview. The Preliminary Affirmative Action Report and the data about the applicant pool which can be accessed in Interfolio will be reviewed by the Dean and/or his designee. The dean may request the committee

(a) continue to build a candidate pool focusing on increased diversity, or

(b) the search committee will be authorized to begin assessing the applicant pool and selecting a list of candidates to interview.

Upon approval, the interview process may begin.
7. SELECT CANDIDATES FOR TELEPHONE OR VIDEO CONFERENCE INTERVIEWS

Applications must be objectively reviewed and evaluated based on candidates’ individual records. Search committee members and others who evaluate a candidate’s file should be sensitive to unconscious bias and other influences that are not related to the candidate’s qualifications, but 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 reflect the demographics of the applicant pool (which meets or exceeds the availability pool). At a minimum, committees should strive to include at least one qualified woman or underrepresented minority candidate on the list of interviewees for each search. While we recognize that 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.

Before telephone or video conference interviews begin, committees should:

- Develop an agenda for the conversation
- Designate a timekeeper
- Determine who will conduct and participate in the interview
- Ensure that IT support has been arranged and all technology tested in advance of the interviews
- Ensure clear communication with the candidates about relevant details in advance
  - Clarify who will initiate the call
  - Remind the participants about differences in time zones and/or daylight savings time
  - Provide information to the applicant in advance about who will participate in the call and how long it will last.
  - If details change before the call, inform the applicant of the changes.

8. SECOND AFFIRMATIVE ACTION REPORT

Once a final pool of candidates has been identified for on campus interviews, the specific efforts taken to generate the final, diverse applicant pool should be documented by the diversity advocate. This report should be submitted to the dean’s office before candidates are selected for the final interview. The Preliminary Affirmative Action Report and the data about the applicant pool which can be accessed in Interfolio will be reviewed by the Dean and/or his designee. The dean may request the committee

(a) continue to build a candidate pool focusing on increased diversity, or

(b) the search committee will be authorized to invite a final slate of candidates for an on campus interview.

Upon approval, the final interview process may begin.
9. CONDUCT ON CAMPUS INCLUSIVE INTERVIEWS

During the on-campus interviews, the search committee and the department are not only evaluating candidates but hosting them as well. One goal of every campus visit should be to ensure that every candidate, whether they are offered the position or not, has a good experience during the visit and leaves with a positive impression of the department and the Peabody Institute.

For each search, the demographics of the candidates selected for interviews should reflect the demographics of the applicant pool (which meets or exceeds the availability pool). At a minimum, committees should strive to include at least one qualified woman or underrepresented minority candidate on the list of interviewees for each search. While we recognize that 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 on-campus interviewees to include qualified candidates who would contribute to diversity, especially in departments where the desired diversity may not exist (e.g., where women or minorities are underrepresented in relation to the relevant applicant pool at either entry or senior levels). On-campus interviews may provide the opportunity for qualified individuals to demonstrate additional strengths, some of which may have been previously overlooked.

The diversity advocate and the department 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 SADIS, with a copy to the dean, for review.

The dean and/or his designee 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 dean explaining the circumstances that resulted in the limited interview pool. Once the dean or his designee has approved the interview list, the interviews may begin.

The dean’s office in consultation with the committee chair and the department chair will be responsible for scheduling the visit and all arrangements so that interviewees have a positive experience.

Each candidate should meet with the dean or his designee for at least a half hour during his/her campus interview visit. Time should be allotted for each candidate to have the opportunity to meet with undergraduate and graduate students.
Meetings may be scheduled during the interview (and, if applicable, during the later recruiting 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.

All interviewers should be familiar with legal guidelines regarding what questions should be avoided during an interview. See a brief summary in Appendix E.

10. MAKE THE FINAL SELECTION

The search committee will encourage everyone who interviews the candidates to offer feedback to inform the evaluation of applicants. See the sample form in Appendix F as a guideline for evaluating candidates. It is recommended that each interviewer complete such a form. At a minimum, the search committee members should use this form (or one like it) to ensure that each dimension of the candidate’s application has received due attention.

Each applicant will be evaluated based on the criteria established when the faculty position was created.

After the interviews are complete and the committee has voted, the committee must convene in order to deliberate and make final recommendations to the Dean in writing. Whenever possible, the committee should recommend more than one candidate. The search committee is encouraged to prepare a written report to the department and the dean to provide background information on who was selected for the position and the basis for such selection.

When the dean makes a decision, he/she will provide a rationale for the decision to the Academic Council.

11. NEGOTIATION WITH THE CANDIDATE

Negotiations will be carried out in a timely and respectful manner by the dean or SADIS. The dean’s office may request assistance with the recruitment effort from faculty and academic leaders both inside and outside the department as necessary.

12. WELCOME THE RECRUIT

Once the candidate has been offered the position by the department chair, congratulatory phone calls or messages from other faculty can communicate the enthusiasm of the department and help the candidate feel welcome. The department and school should be mindful of possible concerns that recruits might have about working at Johns Hopkins. Such concerns may include family leave, childcare and school options, spouse/partner employment, a sense of isolation, possible excessive work burdens, or whether local communities have desired social/cultural activities. Treat the spouse, partner or significant other well. Such persons 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). Questions or concerns raised by a recruit should be responded to as quickly as possible. The dean’s office is a resource for assistance in responding to recruits’ questions.

13. SUBMIT TO DEAN’S OFFICE FINAL AFFIRMATIVE ACTION REPORT AND FORMAL APPOINTMENT REQUEST

The final affirmative action report should be submitted as soon as feasible after the offer of employment has been accepted by the candidate as demonstrated in a signed letter of intent. Provide the rational for the selection of the final candidates and document the efforts to ensure a fair search committed to diversity. (See Appendix D.)

14. POST-SEARCH PROCESS

Finalists who are not selected should be informed soon after the recruit has accepted the offer. Candidates who reject offers to come to Johns Hopkins should be contacted by the department chair 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.
APPENDIX A

First Meeting of the Search Committee
Once the search committee chair and committee members have been selected, it is time to hold the first meeting. The items below should be part of that meeting.

- Review the charge to the committee, including legal requirements and documentation.
- 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 handle correspondence, travel arrangements, itineraries for candidates who visit campus, and search documentation (including, where appropriate, minutes of search committee meetings).
- Designate a diversity advocate
- Determine materials to be submitted by candidates.
- Identify ways in which the committee as a whole will ensure that affirmative action/diversity is properly addressed.
- The dean or designee should advise the committee of the affirmative action/diversity commitment of the division.
- The dean or designee should advise the committee to seek candidates who have demonstrated academic excellence, and underrepresented candidates should be encouraged to apply.
- Committee members complete unconscious bias training.

(Resource Guide for Faculty Searches (2014))

APPENDIX B

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 department close the gap between the current state and aspirations (e.g., attract a broader mix of majors or graduate students, mentor diverse students, offer different curricular or research opportunities, attract funding, etc.);
• Lead discussions related to strategies for developing a diverse pool that could lead to attracting and hiring women and underrepresented minorities, persons 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:
  o 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)
  o 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. Please contact the chief diversity officer, OIE, 410-516-8075.
APPENDIX C
DIVERSITY ADVOCATE’S CHECKLIST OF COMPLETED STEPS
1. Search Committee Members Completed Unconscious Bias Training.
2. Position Announcement reviewed to ensure that the position is defined broadly enough to attract a broad applicant pool.
3. Position Announcement submitted to Dean’s Office for approval.
4. Have secured a diverse applicant pool by developing a search plan, using data on availability pools and including a broad outreach effort.
5. Submit preliminary affirmative action report to all department members and to the dean’s office for decanal approval.
6. Assess diversity-related efforts throughout the interview selection process to ensure that qualified candidates who would also bring diversity are appropriately considered.
7. Review the short list of candidates before it is finalized.
8. Monitor the interview process to ensure that all steps are taken to make it inclusive and welcoming for the candidates.
9. Refer all interviewers to Appendix E regarding what questions should be avoided during interviews.
10. Encourage all those who interview or meet the candidate to complete the Candidate Feedback Form. (See Appendix F for sample)
11. Submit final affirmative action report as soon as possible after the offer of employment has been accepted by the candidate as demonstrated in a signed letter of intent.
12. Encourage everyone who will be meeting the recruit to be welcoming, responsive and helpful.

APPENDIX D
Instructions for Preparing Affirmative Action Report
The Affirmative Action Report is generated in the Faculty Applicant Summary System once the search is completed. The dean is responsible for ensuring that the Affirmative Action Report is completed for Faculty Appointments.

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 under-represented minorities. Advertisement is one means of open recruiting and such advertisements should at minimum indicate that “Johns Hopkins University is an EO/AA employer committed to recruiting, supporting, and fostering a diverse community.” A description of the position should be available to all candidates. Other means of open recruiting are detailed in Appendix D of the Resource Guide for Faculty Searches. Documentation of all recruiting methods should be attached to this report.

Peabody Institute
Faculty Diversity Initiative
January 2018
# 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 (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

**Review of Final Candidate**

<table>
<thead>
<tr>
<th>Search:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer Name:</td>
<td></td>
</tr>
<tr>
<td>Candidate Name:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</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>Reviewed candidate's cover letter and curriculum vitae</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Read candidate's research/teaching statement</td>
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<tr>
<td>Read candidate's scholarship</td>
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<tr>
<td>Read candidate's letters of recommendation</td>
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<tr>
<td>Met with candidate</td>
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<tr>
<td>Attended candidate's job talk</td>
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<tr>
<td>Observed candidate's teaching demonstration, or attended discussion</td>
<td></td>
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<tr>
<td>regarding teaching/pedagogy</td>
<td></td>
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<td></td>
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<tr>
<td>Attended a meal with candidate</td>
<td></td>
<td></td>
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<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Strengths of candidate:</td>
<td></td>
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</tbody>
</table>

| Concerns candidate presents:                                            |   |   |   |   |   |     |
 Appendix D: Departmental Diversity Fund Application

Departmental Diversity Development Grant 2017-2018

The Peabody Institute of the Johns Hopkins University values diversity and inclusion. We are committed to a climate of mutual respect and civility among members of our community. Peabody recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming.

In support of our commitment to diversity and inclusion, Peabody offers funding in support of diversity and inclusion activities within our school. Departments may be eligible to receive up to $1,500 per academic year towards the expenses of an on-campus visit from a guest lecturer, presenter, or performer. Applications must be submitted by the department chair. A written follow-up summary detailing how the department benefited from the guest, both musically and in terms of diversity and inclusion, will be submitted by the chair. Departments are permitted to pool their funding to cover the costs for visitors that mutually benefit their programs.

Instructions

1. Complete the application form below.
2. Save the completed application file as a pdf and submit as an e-mail attachment to Ellen Slusarczyk (eslusar1@jhu.edu).
3. Decision notifications will be sent via email. If approved, please contact Ellen Slusarczyk for instructions on how to reimburse expenses.

Department Information

| Chair Name |  |
| Email |  |
| Department |  |
| Phone |  |

Proposed performer/visitor

| Name |  |
| Email |  |
| Affiliation |  |
| Phone |  |
| Date(s) of Event |  |

Title and Event Description

Include preliminary schedule including event space and other requirements, if needed.

Peabody Institute
Faculty Diversity Initiative
January 2018
**Performer Bio**

Brief biographical information about the performer or visitor, including web links:

---

**Benefits to the Department**

Explain how the proposed visitor would benefit your department, both musically and in terms of diversity and inclusion.

---

**Budget Estimate**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (estimate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation (Air, train)</td>
<td></td>
</tr>
<tr>
<td>Miles, if driving</td>
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</tr>
<tr>
<td>Lodging</td>
<td></td>
</tr>
<tr>
<td>Ground transportation (Cab)</td>
<td></td>
</tr>
<tr>
<td>Honorarium</td>
<td></td>
</tr>
<tr>
<td>Meals with department</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>