

Johns Hopkins University School of Medicine Faculty and Staff  
Diversity, Equity, and Inclusion Guideline and Processes

**I. PURPOSE**

Recruitment of underrepresented in medicine and science (UIMS) faculty and staff is a strategic priority of the School of Medicine (SOM), the Johns Hopkins University, and Johns Hopkins Medicine (JHM). This document summarizes guidelines for recruiting a more diverse and multicultural faculty and staff in the School of Medicine. The Strategic Initiative for Recruitment and Retention of UIM faculty is aligned with the JHM Diversity, Inclusion, and Health Equity 2023 Strategic Plan under the “Supporting the Wellbeing of Our People and Communities” pillar (**Appendix A**).

**II. GUIDELINE**

All faculty and senior staff searches should be based on the mission of JHM to be diverse and inclusive in its education of medical students, scientists, health care professionals, and the public; in its conduct of biomedical research; and in its provision of patient-centered medicine to prevent, diagnose, and treat human illness to achieve health equity.

**III. SCOPE**

This guideline applies to SOM Department Directors, Dean’s Office leaders and hiring managers for SOM faculty and senior staff.

**IV. DEFINITIONS**

<b>Diversity</b>	Any collective mixture characterized by differences including (but not limited to) socioeconomic status, race, ethnicity, language, religion, sexual orientation, gender identity, ability status, or veteran status. Diversity focuses on <i>representation</i> .
<b>Inclusion</b>	A practice of encouraging belonging and participation and celebration of differences. Inclusion focuses on <i>involvement</i> .
<b>Underrepresented in Medicine</b>	Racial and ethnic groups that are underrepresented in the medical and scientific professions relative to their numbers in the general population. <ul style="list-style-type: none"><li>• Black/African American</li><li>• Hispanic, Latinx</li><li>• Native American/Alaska Native</li><li>• Native Hawaiian/Pacific Islander</li><li>• Women</li></ul>

**V. RESPONSIBILITIES AND PROCESS**

Hiring Department Directors and Dean’s Office leaders will implement the following guidelines to recruit UIMS faculty and senior staff.

- Before conducting a search, the department director will develop a search committee. The search committee should include faculty who are committed to diversity and inclusive excellence and ensure that women and UIMS individuals have equal opportunity to serve on search committees. The charge to the committee will include reference to the importance of diversity and inclusive excellence as part of JHM’s core values.

- Each search committee will designate one search committee member as responsible for oversight of diversity and inclusion during the search—the Diversity Advocate. The diversity advocate is responsible for holding the committee accountable for ensuring equity in its decision-making.
- Each search committee member must complete a 1-hour unconscious bias training that is conducted live, virtual via Zoom (or in-person prior to the COVID-19 pandemic) by senior staff from the JHM Office of Diversity, Inclusion, and Health Equity. Additional optional learning resources are available for hiring officials to reduce bias in the hiring process via a Hiring Manager toolkit and a self-paced course titled, “Reducing Unconscious Bias in JHU recruitment.”
- Search committee members will provide input on advertising plans to ensure fair and equitable recruitment of UIMS candidates. Recommended organizations and publications to advertise open positions to develop and broad and diverse pool of candidates are available at [https://www.hopkinsmedicine.org/diversity/\\_documents/ODI%202020\\_diversify\\_publications.pdf](https://www.hopkinsmedicine.org/diversity/_documents/ODI%202020_diversify_publications.pdf) (**Appendix B**).
- Search committee members will proactively reach out to their contacts to identify additional UIMS and women candidates. The rationale for this approach is summarized at [https://www.hopkinsmedicine.org/diversity/\\_documents/ODI%202020\\_recruitment\\_methods.pdf](https://www.hopkinsmedicine.org/diversity/_documents/ODI%202020_recruitment_methods.pdf) (**Appendix C**).
- To interrupt potential bias in the selection process the search committee will:
  - Identify a priori the key job-related criteria for including and excluding potential candidates at each stage of the search process;
  - Use consistent, structured interview questions and evaluation forms and criteria for each candidate;
  - Spend at least 20 minutes reviewing each application to ensure equity.
  - Be trained in legal questions to avoid during the interview process that might bias decision-making ([https://www.hopkinsmedicine.org/diversity/\\_documents/ODI%202020\\_legal\\_questions\\_to\\_avoid.pdf](https://www.hopkinsmedicine.org/diversity/_documents/ODI%202020_legal_questions_to_avoid.pdf) ; **Appendix D**).

#### Financial resources to support recruitment

- The SOM has competitive awards (funds provided by SOM and Johns Hopkins Hospital) to support incoming or current UIMS faculty. All recruited faculty have financial and academic commitments from the departments in which they were recruited as well as delineated academic plans that are required as part of this program.

These procedures and related expectations demonstrate the on-going commitment by the Johns Hopkins School of Medicine to recruit, promote, retain, and engage those individuals underrepresented in medicine, science, and healthcare administration so that we can achieve health equity for the most vulnerable populations.

## **VI. DISSEMINATION**

These guidelines will be communicated to the parties responsible via the following channels:

- The JHM Office of Diversity, Inclusion and Health Equity will provide education on recruitment and search committee strategies for faculty and senior staff hiring managers.

- The guidelines are posted on the JHM Office of Diversity, Inclusion, and Health Equity website at <https://www.hopkinsmedicine.org/diversity/resources/faculty-search-committee>

## **VII. SUPPORTIVE INFORMATION**

Appendix A—JHM Diversity, Inclusion, and Health Equity 2023 Strategic Plan  
Appendix B—Diversify the Pool—Recommended Organizations and Publications  
Appendix C—Recruitment Methods  
Appendix D—Legal Questions to Avoid

See also:

**1. Johns Hopkins University Vision for Diversity (2020)**

Website: <https://diversity.jhu.edu/our-commitment/>

**2. Johns Hopkins Health System and Johns Hopkins Medicine Statement on Diversity and Inclusion**

[https://policies.jhu.edu/secure/?event=render&categoryId=804&policyId=32348&fileId=policy\\_32348.pdf&\\_id=0.574761118532](https://policies.jhu.edu/secure/?event=render&categoryId=804&policyId=32348&fileId=policy_32348.pdf&_id=0.574761118532)

**3. Johns Hopkins University Human Resources Policy Manual (Section 2—General Policies and Appendix A—Equal Opportunity Policy)**

JHU Human Resources Policy Manual (Online)

[https://policies.jhu.edu/secure/?event=render&categoryId=800&policyId=32104&fileId=001.pdf&\\_id=0.424038083155](https://policies.jhu.edu/secure/?event=render&categoryId=800&policyId=32104&fileId=001.pdf&_id=0.424038083155)

**4. Principles for Ensuring Equity, Civility, and Respect for All**

[https://policies.jhu.edu/secure/?event=render&categoryId=804&policyId=32346&fileId=equity\\_civility\\_respect.pdf&\\_id=0.829467877873](https://policies.jhu.edu/secure/?event=render&categoryId=804&policyId=32346&fileId=equity_civility_respect.pdf&_id=0.829467877873)

## Appendix A

### **Johns Hopkins Medicine Diversity, Inclusion and Health Equity Strategic Action Plan Executive Summary**

A diversified workforce is crucial to achieving health equity, enhancing scientific discovery, and strengthening ties to our surrounding communities. Johns Hopkins Medicine (JHM) needs a diverse and engaged workforce because this is a key hallmark of successful teams. The diverse mix of staff, faculty, and neighborhoods that have a stake in JHM demand a JHM vision and mission for diversity, inclusion, and engagement.

#### ***Vision***

***We envision a Johns Hopkins Medicine where diversity, equity, and inclusion are in our DNA, and where together we commit to:***

- ***Embracing and celebrating our differences***
- ***Educating and developing our staff and learners***
- ***Engaging in equitable healthcare delivery and workforce practices***

#### ***Mission***

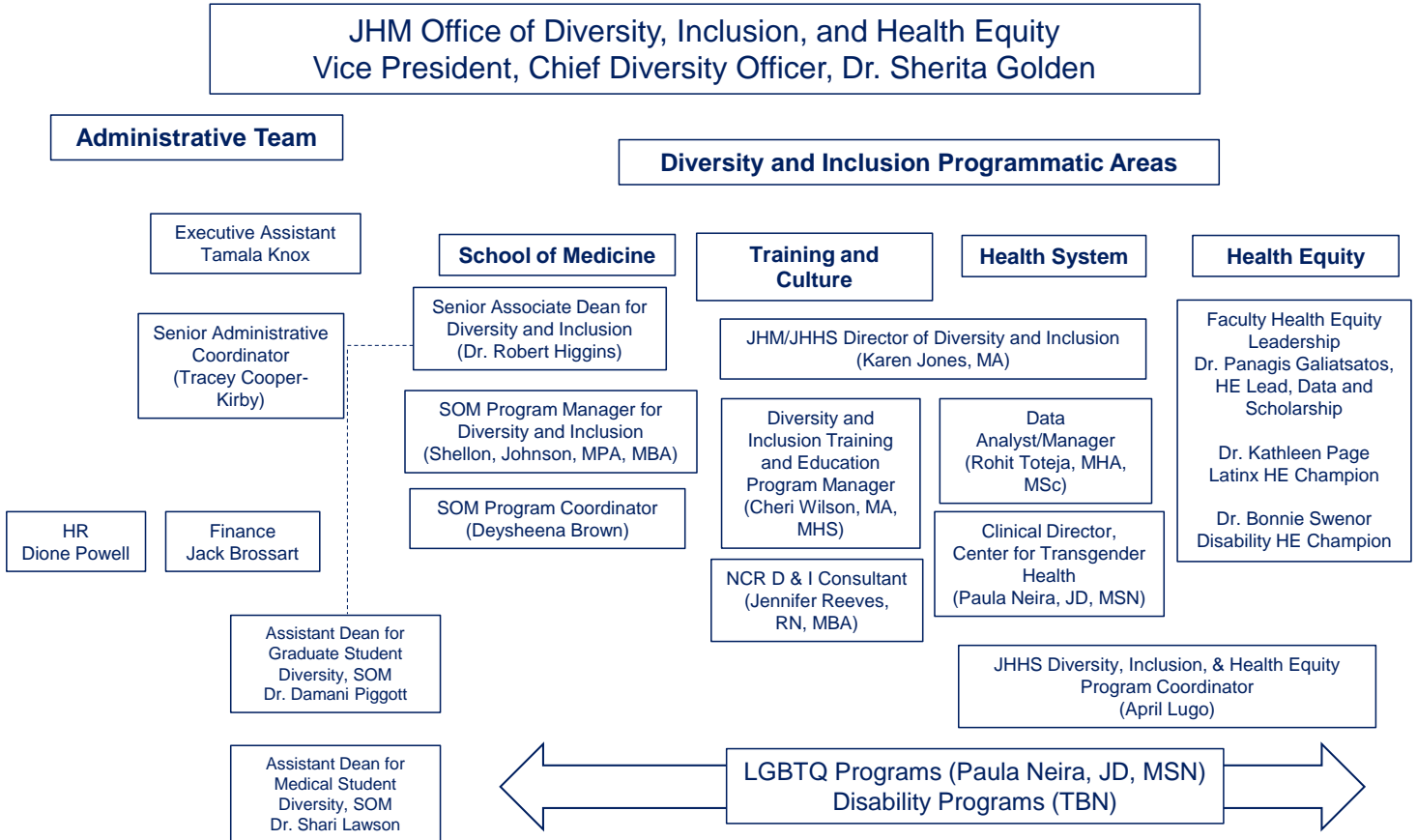
***Our overall goals are to provide content expertise and programmatic support to institutional leadership and human resources to recruit, promote, retain, and engage those underrepresented in medicine, science, and healthcare administration so that we can achieve health equity for the most vulnerable populations.***

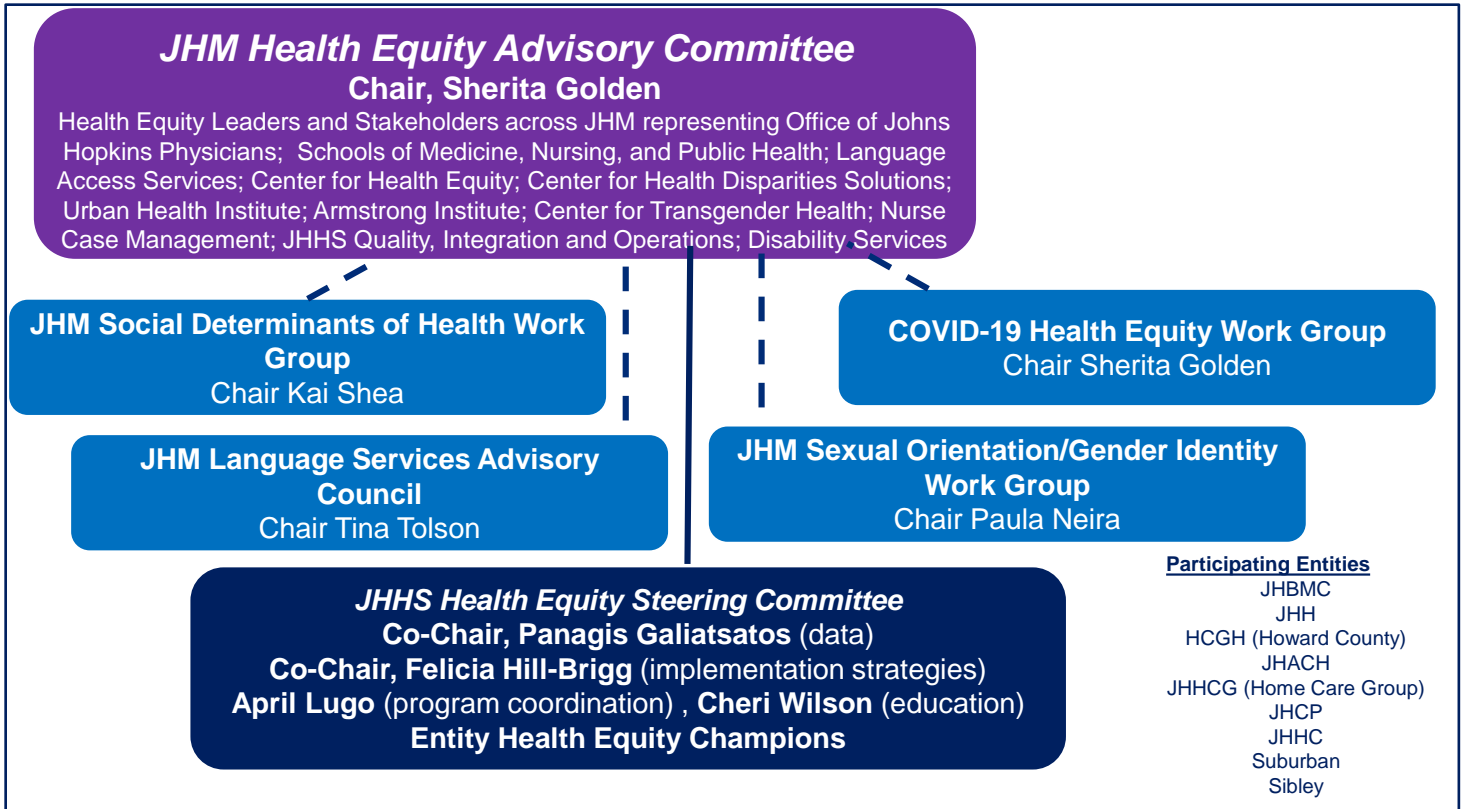
#### **Overview of Current JHM Diversity, Inclusion and Health Equity Programs**

The central JHM Office of Diversity, Inclusion, and Health Equity has been re-structured to support the diversity and inclusion goals of the School of Medicine (SOM) and the Johns Hopkins Health System and facilitate alignment across JHM. The office has been aligned around four strategic areas: (1) SOM D & I operations, (2) JHHS D & I operations, (3) Training and Culture, and (4) Health Equity (see figures below and programmatic area descriptions in the Appendix). The Vice President and Chief Diversity for JHM oversees execution of the strategic plan across these four areas.

- SOM D & I programmatic implementation is overseen by the Senior Associate Dean for Diversity and Inclusion and two full-time staff members—SOM Director/Program Manager of Diversity and Inclusion and SOM Diversity and Inclusion Program Coordinator.
- JHHS D & I programmatic implementation is overseen by the JHM/JHHS Director of Diversity and Inclusion and the JHHS Diversity, Inclusion, and Health Equity Program Coordinator. They ensure that the activities of our entity Diversity Councils and system-wide Employee Resource Groups are aligned with the overall JHM Diversity, Inclusion, and Health Equity Strategic Plan.
- Unconscious bias and diversity awareness training, including our JHM train-the-trainer program, is overseen by a full-time Diversity and Inclusion Training and Education Program Manager who plans and coordinates a unified educational strategy across JHHS and SOM. In addition to unconscious bias, our diversity awareness training programs address anti-racism and multicultural training (e.g. LGBTQ+, disability awareness, sexism, xenophobia, intersectionality)
- The Office of Diversity, Inclusion, and Health Equity has developed an infrastructure to identify and outline the operational needs to promote and address health equity operations across JHHS. We have assembled a team with expertise in health equity

research, data analysis, and implementation. This work is overseen by the JHM Health Equity Advisory Committee and its 4 working groups—JHM Language Advisory Council, JHM Sexual Orientation and Gender Identity Work Group, JHM Social Determinants of Health Work Group, and COVID Health Equity Work Group.





### Challenges to Creating a Diverse and Inclusive Workforce Across JHM

**Recruitment:** Despite providing unconscious bias training for search committees for faculty and JHM leadership positions, the lack of a designated diversity advocate to provide continuity and guidance during the entire search process limits sustainability of the training effect.

**Retention:** The majority of URM administrators who leave JHHS have reported that they did not see a pathway and opportunities to advance into senior and executive level leadership. Consequently, they have left JHHS for these types of advancement opportunities in other academic health systems. Similarly, many URM faculty leave the SOM because of barriers to academic promotion and/or lack of opportunities for advancement into leadership positions.

### Infrastructure Needed to Support Execution of JHM Diversity, Inclusion, and Health Equity Strategic Plan

- Establish a School of Medicine Diversity and Inclusion Steering Committee to coordinate SOM diversity and inclusion initiatives
- Establish a JHM Diversity and Inclusion Leadership Advisory Council, consisting of representatives from SOM and each JHHS entity, analogous to the JHU Diversity Leadership Council.
- Appoint a Diversity and Inclusion Liaison from the NCR to the JHM Office of Diversity, Inclusion, and Health Equity
- Data Business Analyst support to create and maintain a robust demographic dashboard to supporting benchmarking for SOM, JHHS, and JHM

## JHM GOALS AND STRATEGIES

### 1.0 Support the Well-Being of Our People and Our Communities

Recruitment of a Diverse Workforce: Implement sustained recruitment strategies to hire more racially and ethnically under-represented leaders into SOM, JHHS, and JHM Director and Corporate leadership roles; promote a diverse, inclusive and exceptional workforce to enhance the biomedical workforce pipeline.

JHM/JHHS Administrative/Leadership Recruitment	SOM Faculty Recruitment	SOM Learner Recruitment
<ul style="list-style-type: none"> <li>- Tie URM recruitment to accountable leader evaluation and incentive compensation</li> <li>- Develop ongoing benchmarks of JHHS, SOM, and JHM efforts to guide race/ethnic diversification of senior and executive level staff and faculty.</li> <li>- Identify and document a designated diversity advocate for each search committee. The diversity advocate can be any person regardless of race, gender, religion, sexual orientation or any other demographic attribute and does not necessarily need to be a member of an underrepresented group. However, the designated diversity advocate ideally should not be the chair of the search committee. For small departments, an external faculty member from another department with relevant expertise could also serve in this capacity.</li> <li>- Appoint the JHM Chief Diversity Office and Senior Associate Dean for Diversity and Inclusion or their designee as a voting member of all JHM and SOM Leadership Search Committees, respectively.</li> <li>- Require postings for departmental and divisional leadership positions</li> <li>- Engage SOM faculty and JHM Employee Resource Group members in meeting with prospective candidates during on-campus interviews/Zoom interviews to be ambassadors for recruitment.</li> </ul>		<ul style="list-style-type: none"> <li>- Facilitate UIS graduate student recruitment by providing support to send current graduate students and faculty to conferences that cater to UIS future scientists, including the Annual Biomedical Research Conference for Minority Students (ABRCMS), Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), and the Historical Black Colleges and Universities— Undergraduate Programs (HBCU-UP).</li> <li>- Continue to support sending medical students and SOM faculty to the Student National Medical Association and the Latino Medical Student Association meetings to represent JHUSOM</li> <li>- Provide funds through the JHM Office of Diversity, Inclusion, and Health Equity to support a SOM-wide URM Residency Recruitment Weekend for applicants to all our residency programs prior to the Match annually. Funds will be used to defray travel costs to make the re-visit less burdensome and not department-dependent.</li> <li>- Develop or enhance relationships with selected high-performing institutions or programs with a track record of developing diverse scholars</li> <li>- Provide support for the activities of the Diversity Postdoctoral Alliance Committee (DPAC) and the House Staff Diversity Council to enhance engagement and recruitment of URM house staff and URM/UIS post-doctoral fellows</li> </ul>

Timeline:

**SOM Learner Recruitment**

Goal	FY21	FY22	FY23
<b>Support the Wellbeing of our People and Our Communities (SOM Learner Recruitment and Retention)</b>			
Recruitment of a Diverse Workforce			
- Provide support to send students and faculty to conferences catering to future URM/UIS in medicine and science (through ODIHE)	X	X	X
- Provide support for SOM-wide URM Residency Recruitment Weekend (through ODIHE)	X	X	X
- Support activities of DPAC and Housestaff Diversity Council to engage in URM/UIS recruitment activities	X	X	X

**JHM/JHHS Leadership and SOM Faculty Recruitment**

Goal	FY21	FY22	FY23
<b>Support the Wellbeing of our People and Our Communities (JHHS Administrative/Leadership and SOM Faculty Recruitment)</b>			
<b>Recruitment</b> of a Diverse Workforce			
- Tie URM recruitment to accountable leader evaluation and incentive compensation		X	
- Develop benchmarks of JHHS, SOM, and JHM efforts to guide race/ethnic diversification of leadership	X		
- Require unconscious bias training for each SOM, JHHS, and JHM search committee	X	X	
- Appoint JHM CDO or Senior Associate Dean for D&I or their representatives as voting members of leadership senior search committees	X		
- Require position postings and requests for applications (RFAs) for department and division leadership positions	X		

Retention of a Diverse Workforce: Invaluable resources for recruitment and retention of talented URM/UIS faculty are our own training programs at the SOM. It is crucial to fortify our pipeline at each training juncture—medical and graduate student programs, housestaff training, and clinical and non-clinical postdoctoral fellowship programs. This has generally been a more effective strategy in the clinical departments than in the basic science departments, but should be the focus of continued efforts. Similarly, our JHHS Administrative Fellowship Program is an invaluable resource for the recruitment and retention of talented URM administrators.

JHM/JHHS Administrative/Leadership Retention	SOM Faculty Retention	SOM Learner Retention
<ul style="list-style-type: none"> <li>- Tie URM promotion and advancement to accountable leader evaluation and incentive compensation</li> <li>- Retain talented URM</li> </ul>	Enhance faculty diversity through paved pathways for excellent learners, tapping networks of excellent underrepresented scholars, optimized business models for competitive recruitment,	Establish and leverage holistic mentoring networks to develop exceptional workforce by advancing the professional and personal development of diverse learners and faculty



<p>administrative fellows by recruiting them into JHHS administrative positions with clear opportunities for advancement start during Year 1 of their fellowships.</p> <p>- Develop URM mentoring and career development programs in collaboration with HR</p>	<p>and accountability measures to advance this goal</p> <ul style="list-style-type: none"> <li>- Tie URM/UIS promotion and advancement to accountable leader evaluation and incentive compensation <ul style="list-style-type: none"> <li>- Conduct annual reporting by Department Directors to describe the efforts to diversify their faculty and their faculty pipeline (i.e. URM student, resident and fellowship programs) with longitudinal reporting of demographic data. Both the Dean's Office and the JHM Office of Diversity, Inclusion, and Health Equity will support these efforts.</li> </ul> </li> <li>- Develop a philanthropic support plan for housestaff-to-faculty and fellowship-to-faculty transition packages for URM/UIS trainees to protect 75% of their time for 3 years to develop a scholarly focus to put them on the right pathway for future promotion. Philanthropic funds should also be sought to support URM/UIS faculty recruitment and retention packages and to support endowed chairs for URM/UIS faculty and SOM faculty conducting impactful research on underserved populations.</li> <li>- Enhance the promotion success of URM/UIS faculty through new career development programs, including: <ul style="list-style-type: none"> <li>- CV and promotion letter review workshops for URM/UIS faculty, in collaboration with the Office of Faculty Development</li> <li>- Nominating eligible URM faculty for prestigious local and national awards</li> <li>- Providing school-wide Robert Wood Johnson Harold Amos Award application and interview support (one of the longest-running minority national faculty building and development programs in the country which includes numerous SOM faculty)</li> <li>- Providing travel funds to send eligible faculty to AAMC Minority Faculty Development Seminar, AAMC Executive Development Seminar for Aspiring Leaders, and other relevant leadership and research conferences</li> </ul> </li> <li>- Minimize the "minority tax," which</li> </ul>	<ul style="list-style-type: none"> <li>- Leverage the Johns Hopkins School of Medicine Alumni Association, in addition to current faculty, to engage our URM/UIS and female alumni to support and participate in networking and mentoring programs to enhance support of our current URM and female medical and graduate students, housestaff, and post-doctoral fellows. <ul style="list-style-type: none"> <li>- Support formation of a <u>JHU School of Medicine Minority Alumnae Association</u> to mirror the JHU School of Medicine Women Alumnae Association. Together, these two important groups of former graduates can provide support to enhance the success of those underrepresented in medicine and science.</li> </ul> </li> </ul> <p>Promote an inclusive environment in which all scholars can thrive</p> <ul style="list-style-type: none"> <li>- Sponsor and facilitate learner-based inclusion activities from entry to strengthen community and learner sense of belonging.</li> <li>- Continue to support student-led cultural affinity groups and student participation in community health and engagement to create a culture in which scholars feel engaged.</li> </ul>
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	refers to the unique burden placed on diversity and inclusion related university service, for faculty who serve in major leadership roles (i.e., University-wide Diversity Leadership Council, departmental diversity standing committees/councils) by developing a plan to allocate salary support for faculty serving in D & I leadership roles, elevating this work to count for institutional service in the promotion process, and other recommendations that evolve during execution of this plan.	
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Engagement of a Diverse and Inclusive Workforce: We will expand the JHM system-wide Employee Resource Groups (ERGs) to enhance employee engagement and highlight staff development and patient needs for the following groups:

- LGBTQ Employees and Allies
- Asian American Employees and Allies
- Disabled Employees and Allies

Timeline:

***SOM Learner Retention***

Goal	FY21	FY22	FY23
<b>Support the Wellbeing of our People and Our Communities (SOM Learner Recruitment and Retention)</b>			
Retention of Diverse Workforce			
- Establish and leverage holistic mentoring networks by advancing professional and personal development of diverse learners and faculty		X	X
- Sponsor and facilitate learner-based inclusion activities	X	X	X
- Continue to support student-led cultural affinity groups and participation in community health engagement	X	X	X

## JHM/JHHS Leadership and SOM Faculty Retention

Goal	FY21	FY22	FY23
<b>Support the Wellbeing of our People and Our Communities (JHHS Administrative/Leadership and SOM Faculty Retention)</b>			
<b>Retention</b> of a Diverse Workforce			
- Tie URM/UIS advancement and promotion to accountable leader evaluation and incentive compensation		X	
- Retain talented URM administrative fellows by recruiting them into JHHS administrative positions		X	X
- Develop URM mentoring and career development programs in collaboration with HR		X	X
- Develop philanthropic support for URM/UIS faculty recruitment and retention packages		X	X
- Enhance promotion readiness for URM/UIS faculty through career development workshops	X X		
- Develop plan to allocate salary support for faculty serving in D & I leadership roles	X X	X	
- Develop parameters for D & I work to count in faculty promotions		X	
<b>Engagement</b> of a Diverse Workforce: Expand system-wide ERGs		X	
- LGBTQ+ and Allies; Disabled Employees and Allies		X	
- Asian American Employees and Allies			

### 2.0 Aim for Precision in Everything We Do

- In collaboration with JHHS and SOM Human Resources, develop a JHM dashboard to track the following key metrics annually by race/ethnicity, sex, and their intersection:
  - Job category and rank for faculty and staff
  - Salary by rank for faculty and staff
  - Years at rank in a given role for faculty and staff
  - Terminations/departures
  - Reductions in force
- Hire a Data Analyst/Manager for JHM Office of Diversity, Inclusion, and Health Equity to oversee development of the above demographic data dashboard for our staff, faculty, learners, and patients as these data are currently housed in different databases and offices.
- Require JHM, JHHS, and SOM accountable leaders (e.g. health system Presidents and VPs, SOM Department Directors) to develop D & I strategic plans to support recruitment, retention, and mentorship of URM staff and faculty and to address structural and institutional racism in policy and practice under their purview.
  - Quarterly report outs at health system and Dean's Office operational meetings
  - Individual development plans for URM administrators

#### Timeline:

Goal	FY21	FY22	FY23
<b>Aim for Precision in Everything We Do</b>			
In collaboration with JHHS and SOM HR develop a JHM dashboard to track key metrics by race/ethnicity, sex, and their intersection	X		
Hire/appoint a Data Analyst/Manager	X		
Require JHM, JHHS, and SOM accountable leaders to develop D & I strategic plans to support recruitment, retention, and mentorship of URM staff and faculty and to address structural and institutional racism		X	X

### 3.0 Push the Boundaries of Science and Education

- The JHM Office of Diversity, Inclusion, and Health Equity has developed and operationalized a diversity awareness and unconscious bias train-the-trainer program for JHM. We will implement required unconscious bias training in FY21 for all of the following groups in JHHS and SOM:
  - Managers and above
  - Faculty and non-faculty physicians (e.g. JHCP, Hopkins Regional Physicians)
  - Credentialed clinical staff (to include PAs, NPs, and nursing)
  - Housestaff and post-doctoral fellows
  - Medical and graduate students
- Develop an anti-racism curriculum to educate on the levels of racism and how they manifest for learners, faculty, and staff.
- Incorporate unconscious bias and anti-racism and multicultural training into annual staff and faculty updates
- Build high quality pipeline of diverse scholars through programs and partnerships by investing in opportunities to sustain and grow pipeline scholar development opportunities with emphasis on UIM/UIS, low income, educationally under-resourced students, and students with disabilities

Timeline:

Goal	FY21	FY22	FY23
<b>Push the Boundaries of Science and Education</b>			
Implement required unconscious bias training	X	X	
Develop an anti-racism curriculum for learners, faculty and staff		X	
Incorporate unconscious bias and anti-racism training into annual staff and faculty updates		X	X
Build high quality pipeline of diverse scholars through programs and partnerships by investing opportunities to support UIM/UIS, low income, educationally under-resourced, and disabled students			X

### 4.0 Improve the Quality and Affordability of Health Care

- Develop required infrastructure for accurate and consistent capture of the following patient demographic data in Epic across the JHHS enterprise:
  - Race, Ethnicity and Language (REaL)
  - Sexual Orientation and Gender Identity (SOGI)
  - Disability Status
- Create approach to address the needs of patients in the following groups across JHHS:
  - Those with disabilities: This will be facilitated by developing a more formal partnership between the JHM Office of Diversity, Equity and Inclusion and the JHHS ADA/Accessibility Consultant in the Office of Organizational Equity.
  - Those who identify as LGBTQ+: This will be facilitated by collaboration with the LGBTQ+ EGR, the JHM Office of Diversity, Inclusion, and Health Equity, and the Center for Transgender Health.

This will enable us to assess health equity across our system by examining clinical outcomes by these variables and to determine which populations need focused, multi-level interventions.

It will also allow us to better serve our patients with sensitivity, dignity, and respect by ensuring that any special needs are identified and addressed (e.g. interpretation services, accessibility needs).

Timeline:

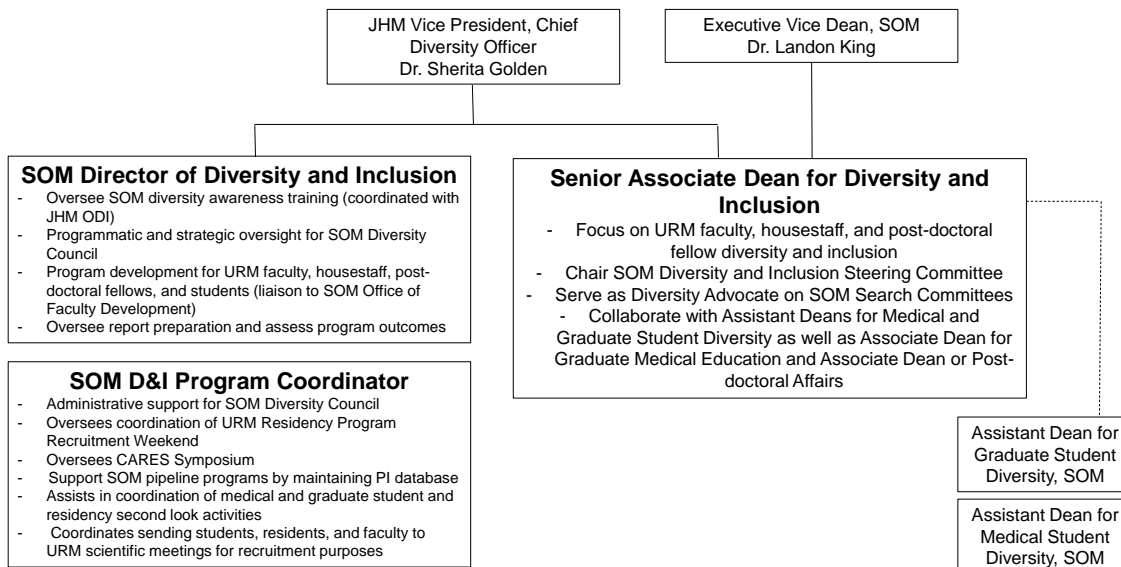
Goal	FY21	FY22	FY23
<b>Improve the Quality and Affordability of Health Care</b>			
Develop required infrastructure for capture of patient demographic data in Epic			
- REaL	X	X	
- SOGI	X	X	
- Disability Status		X	X
Create an approach to address the needs of patients in the following groups across JHHS:			
- Those with disabilities and vulnerable populations		X	X
- Those who identify as LGBTQ+		X	X
Establish a formalized relationship with Armstrong Institute and Office of Population Health	X		

# Appendix

## Programmatic Area Position Descriptions

Training and Culture	Health System	Health Equity
<p>Director of Diversity and Inclusion</p> <ul style="list-style-type: none"> <li>- Developing and overseeing career development programs for underrepresented staff and women in JHHS through collaborative work with Human Resources and Organizational Development</li> <li>- Directing and coordinating unconscious bias and other sensitivity trainings in collaboration with JHU and JHHS Offices of Organizational Development and Institutional Equity and Human Resources</li> <li>- Provide strategic direction to the JHHS Diversity Councils, JHM Diversity Leadership Council, and JHHS Employee Resource Groups (ERGs)</li> <li>- Assist CDO in working collaboratively with Organizational Equity to develop corporate policy and guidelines in management of patient discrimination, religious conscience rules, and similar issues.</li> </ul>		<p>Senior Lead, Health Equity Implementation and Evaluation</p> <ul style="list-style-type: none"> <li>- Co-Chair (with CDO) JHM Health Equity Advisory Committee</li> <li>- Co-lead the JHHS Health Equity Steering Committee</li> <li>- Collaborate with Director of Health Equity Data and Scholarship and Health Equity Program Coordinator to facilitate evaluation of ODI data-focused health equity projects and evaluation</li> </ul> <p>Lead, Health Equity Data and Scholarship</p> <ul style="list-style-type: none"> <li>- Oversee scholarly assessment of ODI data-focused HE and D&amp;I projects</li> <li>- Serve on JHM Health Equity Advisory Committee</li> <li>- Co-Lead JHHS Health Equity Steering Committee</li> <li>- Collaborate with Director of HE Implementation and Program Coordinator to ensure accurate patient sociodemographic data collection</li> </ul>
<p><u>D &amp; I Training and Education Program Manager</u></p> <ul style="list-style-type: none"> <li>- Oversee diversity awareness and cultural competency training education strategy for JHM (JHHS and SOM) in collaboration with HR, OE, and LOD.</li> <li>- Oversee D &amp; I curriculum development and train-the-trainer program</li> <li>- Assess impact of diversity trainings via surveys and data collection</li> </ul>	<p><u>JHHS Diversity, Inclusion, and Health Equity Program Coordinator</u></p> <ul style="list-style-type: none"> <li>- Programmatic oversight and coordination of JHM Diversity Leadership Council</li> <li>- Programmatic oversight and coordination of ERGs</li> <li>- Programmatic oversight and support for JHHS Health Equity Steering Committee and JHM Health Equity Advisory Committee</li> <li>- Project and program implementation to support accurate collection of sociodemographic data (race, ethnicity, sex, SOGI, language preference, disability status)</li> <li>- Serve as liaison from ODI to Language Access Services and Center for Transgender Health to coordinate patient data identification</li> </ul>	

### School of Medicine Office of Diversity and Inclusion



## **Diversify the Pool - Recommended Organizations and Publications**

Listed below are some examples of general publications and organizations which may be useful for advertising open positions to develop a broad and diverse pool of candidates. In addition, most disciplines have publications covering protected groups. Websites that include contact information are listed below. If you find a web address has been changed please inform the JHM Office of Diversity and Inclusion [(443) 287-4827 or e-mail [diversity@jhmi.edu](mailto:diversity@jhmi.edu)] of the change, so this list can be kept up-to-date.

### **Journal of Blacks in Higher Education**

<https://www.jbhe.com/>

### **The Black Scholar**

<https://www.theblackscholar.org/>

### **Hispanic Outlook in Higher Education**

<https://www.hispanicoutlook.com/>

### **National Medical Association**

<https://www.nmanet.org/default.aspx>

### **National Hispanic Medical Association**

<http://www.nhmamd.org/>

### **Association of American Indian Physicians**

<https://www.aaip.org/>

### **INSIGHT Into Diversity**

<https://www.insightintodiversity.com/>

### **SACNAS News**

#### **Society for Advancement of Chicanos and Native Americans in Science**

<https://www.sacnas.org/category/news/>

### **Association for Women in Science Newsletter**

<https://www.awis.org/>

### **American Association of University Women**

<https://www.aauw.org/>

### **American Association of University Professors**

#### **Committee on the Status of Women in the Academic Profession**

<https://www.aaup.org/taxonomy/term/1264>

**Women in Higher Education**

<https://www.wihe.com>

**American College Personnel Association**

5999 Stevenson Avenue  
Alexandria, VA 22304

**American Council on Education**

One DuPont Circle  
Washington, D.C. 20036

**Association for Asian Studies**

The University of Michigan  
One Lane Hall  
Ann Arbor, MI 48109

**Association of Black Administrators**

Massachusetts Institute of Technology 77  
Massachusetts Avenue, Room 10-211  
Cambridge, MA 02139

**Association of Black Women in Higher Education**

c/o Delores V. Smalls  
234 Hudson Ave.  
Albany, NY 12210

**Committee on Institutional Cooperation**

302 E. John St.  
Suite 1705  
Champaign, IL 61820

**National Alliance of Black School Educators**

2816 Georgia Avenue, N.W.  
Washington, D.C. 20001

**N.A.A.C.P. National Branch**

4805 Mt. Hope Drive  
Baltimore, Maryland 21215

**National Association for Equal Opportunity in Higher Education**

2243 Wisconsin Avenue, N.W.  
Washington, D.C. 20007



**National Association for Women in Education**

1325 18th St. N.W.  
Suite 210  
Washington D.C. 20036-6511

**National Association of Medical Minority Educators, Inc.**

1500 Sunday Dr. Ste 102,  
Raleigh, NC 27607

919-573-1309 (phone)  
919-573-1310 (fax)  
855-201-6247 855-201-6247 (toll-free)  
[fkboyles@firstpointresources.com](mailto:fkboyles@firstpointresources.com)

Website: <http://www.nammenational.org/>

**National University Continuing Education Association  
Committee on the Concerns of Women**

One DuPont Circle  
Washington, D.C. 20036

**National Urban League**

500 East 62nd Street  
New York, NY 10021

**Minority Academic Institutions:**

Historically Black Colleges and  
Universities

[http://thehundred-  
seven.org/hbculist.html](http://thehundred-seven.org/hbculist.html)

**Hispanic Serving Institutions**

[https://www.hacu.net/assnfe/  
CompanyDirectory.asp?STYLE=2&  
COMPANY\\_TYPE=1%2C5](https://www.hacu.net/assnfe/CompanyDirectory.asp?STYLE=2&COMPANY_TYPE=1%2C5)

**Hispanic Serving Health**

**Professions Schools**

<https://www.hshps.org/>

**Tribal Colleges and Universities**

[https://www.bie.edu/Schools/  
Colleges/index.htm](https://www.bie.edu/Schools/Colleges/index.htm)

**NIH Research Centers in Minority Institutions Program (RCMI)**

<https://nimhd.nih.gov/programs/extramural/research-centers/rcmi/index.html>

**American Association for Access, Equity, and Diversity**

<https://www.aaed.org/aaed/default.asp>

## Recruitment Methods

In addition to advertising a position in a variety of publications, making direct contact with academic units at other universities, professional organizations, and colleagues is an effective method of expanding the search. The informal, "word-of-mouth" approach to recruitment is one of the most successful ways of identifying candidates. The following activities are recommended to unit administrators and search committees for specific searches, as well as for possible ongoing endeavors:

1. Encourage faculty who will be attending professional conferences or who will be delivering papers at other universities to combine their visits with recruitment efforts for present and future positions. They may provide institutions and potential applicants with general information about Johns Hopkins University and Medicine; with diversity and inclusion data, which may be obtained from the Office of Diversity and Inclusion; as well as with information on specific job openings. They should also be encouraged to solicit curricula vitae from promising candidates.
2. Contact women and those underrepresented in medicine and science who have received significant grants or professional recognition and ask for the names of promising women and underrepresented scholars.
3. Use a personal approach in recruiting applicants. Often outstanding potential candidates do not apply for advertised positions; they must be approached by a member of the search committee. If an individual declines a nomination or does not respond to your letter of inquiry, you should telephone the person to determine if her/his reasons for declining can be addressed and resolved. A telephone call will help demonstrate to a potential candidate that Johns Hopkins Medicine is serious about diversity and inclusion in its workplace.
4. Consider for the position women and minorities who have held or hold part-time or fixed term positions in your unit or in the University.
5. Inform the National Urban League and the national offices of Black sororities and fraternities of available possible positions.
6. Inform alumni publications at universities where women and minorities are well represented of available positions.
7. Consider contacting diversity offices at other universities, for some of them maintain lists of women and minorities at their institutions who are looking for academic employment elsewhere.
8. Establish a working relationship with similar units at institutions with substantial numbers of women and minorities. This will allow a host of mutually beneficial activities to be undertaken, including a sharing of research facilities and exchanges of faculty. Delivering a presentation or simply making an informal visit, will allow Johns Hopkins faculty to discuss job openings with faculty and students at these institutions.
9. Request names of potential candidates from women and minorities at institutions with strong graduate programs in your discipline (women and minorities are often part of an informal network). These names may be put into a data bank along with the names of applicants from previous searches who either did not

accept an offer at Johns Hopkins Medicine or who now may qualify for a position in your unit.

10. Request names of potential candidates from women and minority organizations at Johns Hopkins University such as the Women's Task Force in Medicine, Office of Women in Science and Medicine, Black Faculty and Staff Association, Hopkins Diaspora (African-American Employee Resource Group) and Hopkins Familia (Latinx Employee Resource Group).
11. Request women and minority caucuses within relevant professional and academic associations to provide names of potential candidates. It would be beneficial to maintain ongoing communication with these caucuses on a broad range of issues.
12. Keep national higher education associations informed of present and possible future positions. These associations have their own network for publicizing job openings. In addition, a number of such associations contain special interest groups.
13. Maintain ongoing contact with professional organizations, associations, and agencies that have a job referral service.
14. Consider the pros and cons of hiring or consulting with recent women and minority graduates from your unit. This activity begins with recruiting outstanding women and minority doctoral students and retaining them in Johns Hopkins University's graduate programs. Establishing postdoctoral programs for members of these groups both from Johns Hopkins University and other institutions would allow them to gain experience and to grow professionally.
15. Maintain close contact with women and minority graduates of Johns Hopkins University and encourage them to recommend this institution to their students for both graduate training and for faculty positions.
16. Invite women and minority scholars from other institutions to participate in unit-sponsored symposia and visiting professorships.
17. If your unit is developing plans to propose the establishment of an endowed chair, it may wish to consider the possibility of recruiting an eminent scholar whose interests lie in health equity or health care disparities. This may, in turn, attract other women and minorities to your unit.
18. If women and minorities are underrepresented nationally in your discipline, efforts should be taken to aggressively recruit women and minority undergraduate and graduate students into that field so that the pool of candidates will be greater in the future.
19. Statements on a unit's commitment to affirmative action and discussions of affirmative action issues within a discipline may be published in unit newsletters or brochures that are sent to constituent groups and alumni, thereby informing them of a unit's affirmative action goals and enlisting their assistance.

## COMMON QUESTIONS YOU CAN/CANNOT ASK

<i>Subject</i>	<b>OK Questions</b>	<b>Forbidden Questions</b>
<b>Age</b>	May ask whether at least 18 years of age.	Inquiry that suggests preference for younger person
<b>Citizenship</b>	Whether can be employed at time of appointment with valid citizenship/visa status	Whether candidate is a citizen (cannot request materials before employment)
<b>Disability</b>	Whether candidate can perform the essential functions of the position, with or without reasonable accommodation	Inquiry about nature, severity or extent of disability or whether applicant requires reasonable accommodation, any inquiry not job-related or consistent with business necessity
<b>Family</b>	Whether candidate can meet specified work schedules or has activities, commitments or responsibilities that may prevent meeting work attendance requirements	Inquiry concerning spouse, spouse's employment or salary, children, childcare arrangements, or dependents
<b>Marital Status</b>	None	Any inquiry about the candidate's marital status
<b>National Origin</b>	Inquiry into ability to read/write/speak foreign language if job requirement	Any other inquiry
<b>Pregnancy/Medical Issue</b>	None	Any inquiry related to pregnancy, medical history, and related matters
<b>Race or Ethnicity</b>	None	Any inquiry concerning race or ethnicity
<b>Relatives</b>	Names of relatives currently employed at University	Any other inquiry about marital status, or spouse's occupation
<b>Religion or Creed</b>	None	Any inquiry in this area
<b>Sex</b>	None	Any inquiry concerning gender
<b>Sexual Orientation</b>	None	Any inquiry regarding sexual orientation