



DIVERSITY
LEADERSHIP
COUNCIL

JOHNS HOPKINS
UNIVERSITY & MEDICINE

JOHNS HOPKINS DIVERSITY LEADERSHIP COUNCIL

2016-2017 Annual Report

Authored by the members of the Diversity Leadership Council (DLC)

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Executive Summary

Introduction and Composition:

The Johns Hopkins Diversity Leadership Council (DLC) has been a key advocate for progressive change at Johns Hopkins (JH) since 1997. The scope of DLC's mission spans JH and its surrounding communities and includes advancing diversity and inclusion by recommending policies and programs to senior leadership as well as facilitating key cross-institution events and initiatives.

During the 2016-2017 academic year, the DLC was composed of 54 total members, 14 ex officio and 40 termed members (9 faculty, 24 staff, 5 students and 2 postdoctoral fellows) representing the following JH Divisions:

Johns Hopkins School / Division	DLC Member Count
Applied Physics Laboratory	2
Bloomberg School of Public Health	3
Carey Business School	3
Center for Talented Youth	1
Homewood Student Affairs	3
Johns Hopkins Health System	8
Krieger School of Arts and Sciences	4
Peabody Institute	2
School of Medicine	8
School of Nursing	3
University Administration	1
Whiting School of Engineering	2
Grand Total	40

The 40 termed members were selected via an annual nomination process and are serving terms of either 3 years (faculty, staff) or 1 year (students). The remaining 14 members are serving in an ex officio capacity to provide administrative support and connectivity with key offices within the administration. Each year, DLC activities kick off with a retreat, during which DLC members identify the council's objectives for the year and form subcommittees to collaborate in pursuing them.

This report captures DLC activity during the 2016-2017 academic year and includes two main sections, the first covering DLC events and initiatives which consisted of the annual Diversity Conference, Diversity Innovation Grants Program, Diversity Recognition Awards and the Race in America Lecture Series. The second section contains year-end reports from our various subcommittees.

Recommendations – Measuring Climate and Inclusion:

The need for systematic quantitative and qualitative data to measure climate and inclusion at Johns Hopkins was a key theme that emerged across our subcommittees.

The [*2016 JHU Report on Faculty Composition*](#) establishes a baseline characterization of the diversity of our faculty. We see the need for similarly rigorous, data-driven approach to characterizing and tracking progress towards our strategic goal of fostering and maintaining a welcoming and inclusive climate in which all faculty, staff and students can thrive. Support for the following recommendations can be found in the [*Climate and Culture Subcommittee Report*](#) later in this document:

- We recommend that JHU Administration establish an expectation that JH Divisions conduct surveys to measure climate/inclusion and engagement covering faculty, staff and students every 2-4 years. Further, we recommend that survey results, key findings and action plans be made publicly available within 6 months of the respective survey.
- We recommend that the Office of Institutional Research act as a hub for survey instruments, results and best practices to help facilitate activity at the Divisional level. Further, we recommend that OIR continue to expand its dashboard capability to incorporate newly acquired datasets towards easing the process of gleaning key insights from these data.

Establishment of the Student Experience Subcommittee:

The [*2016 JHU Roadmap on Diversity and Inclusion*](#) noted the formation of a DLC Subcommittee focused on student issues. This year we established the Student Experience Subcommittee which welcomes participation from DLC members as well as interested students across Hopkins. The subcommittee's 18 members (a mix of staff and students) met on a bi-monthly basis for discussions focused on approaches to measuring campus climate and potential new programming giving students regular venues to discuss diversity and inclusion.

Successful Launch of the Homewood Council on Inclusive Excellence:

Finally, although tangential to the focus of this report, we note the successful launch of the Homewood Council on Inclusive Excellence (HCIE) in response to last year's recommendation by the DLC and a corresponding goal in the Diversity Roadmap. HCIE's purpose is to advance and support the fulfillment of a collective diversity vision for Homewood and to provide accountability for diversity progress. The 2016-2017 Council included 9 faculty, 4 staff, 1 postdoc, 3 graduate students, 6 undergraduates, and 4 ex officio members (27 members total). Lead by Prof. Jeff Gray (Whiting), Prof. Chris Nealon (Krieger) and Assistant Dean Darlene Saporu, the Council has held Diversity Champions workshops, evaluated pilot courses on inclusion, planned graduate student orientation diversity modules (planned for Fall 2017), and created a Homewood Master Mentoring plan. The establishment of HCIE marks the first campus-wide cross-cutting team focused on diversity and inclusion in over a dozen years and a key step on the Diversity Roadmap.

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Diversity Conference



This year, we welcomed about 500 guests to the diversity conference, offering the Johns Hopkins community programming covering topics ranging from invisible disabilities to transgender awareness. Our keynote speaker, Dalia Mogahed, gave a fascinating presentation on how Islamophobia not only has a negative impact on Muslims, but on all communities. In the

survey we sent out afterward, one of our guests commented, “The keynote speaker was fantastic; she gave one of the best presentations I have ever heard.”

Each year, the selection of workshops is determined by a working group representing a subset of the Diversity Leadership Council. A number of our guests commented on the variety and quality of the workshops presented, and we think doing direct outreach to potential presenters helped. Proposals are solicited through the DLC’s listserv as well as through active outreach to thought-leaders across Johns Hopkins.



This past academic year, we offered the following 20 workshops, selected from a total of 26 proposals:

Speaking Out: Climate, Culture, and Identity

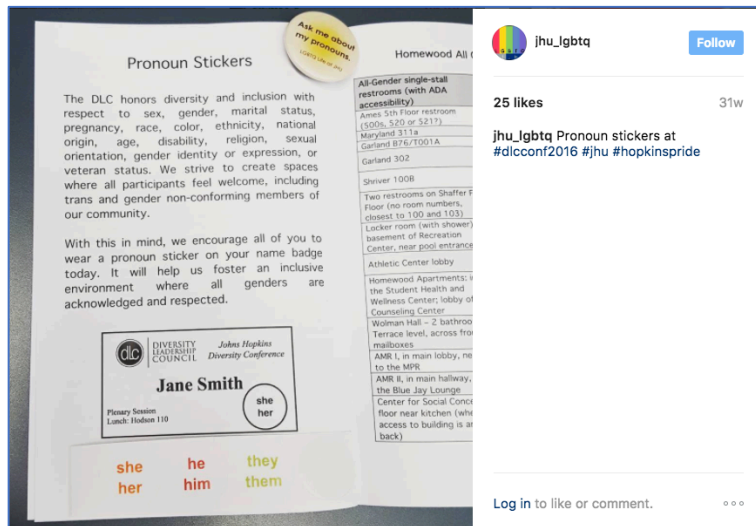
DREAMers 101

Mental Health Conditions – Understanding Challenges and Advancing Inclusion

Deaf Health Initiative

Blackness in the Ivory Towers

The Creativity and Innovation Approach
 Fostering Inclusive Campus Environments
 Work-Life Progress and Diversity
 First Generation College Students
 Diversifying the Sustainability Movement
 Telling Stories: LGBTQA Students at Hopkins
 Bystander Intervention
 Working and Living with an Invisible Disability
 Communicating and Navigating the Four Generations of the University:
 Multigenerational Workplace
 Real Talk about Gender Identity and Expression
 Action Workshop - Diversipedia
 Voices of Young Baltimore
 Retention and Diversity in Online Learning
 Working with Linguistically and Culturally Diverse Students, Parents, and Families
 Choose Your Group

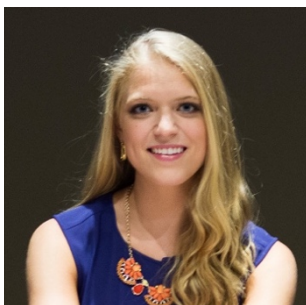


Our 2016 Diversity Conference was also the first in which we asked guests to add pronoun stickers to their name badges in an effort to acknowledge all genders.

Diversity Innovation Grants



This year the DLC funded and helped facilitate the following 5 innovative projects selected from 36 proposals. The project selection process utilized JHU's Idea Lab platform for crowd-sourcing of ideas and crowd-voting for idea selection. Our grant recipients worked with local high school students, built bridges to Baltimore's thriving Latino community, educated others on the importance of mental health for those facing intersecting forms of oppression, and helped inspire. The leftmost photo above depicts the Baltimore STEM Outreach Project and the rightmost photo below shows JHU President Ron Daniels kicking off the Women of Hopkins exhibit at Garland Hall.



Project Name: Enhancing Patient-Provider Communication with Deaf Patients

Project Lead: Allysa Dittmar, Student, Bloomberg School of Public Health

Awarded: \$2,500

Outcome: Advocated for the use of clear masks for doctors serving deaf and hard-of-hearing patients. A video to educate others on the needs of deaf patients is currently in production.



Project Name: ¡Bienvenido! Promoting respect, diversity, and inclusion at JH

Project Lead: Monica Guerrero Vazquez, Staff, Bayview

Awarded: \$2,500

Outcome: The project offered training and events to Johns Hopkins staff and students to educate them on the growing Limited English Proficient (LEP) Latino population in Baltimore. *Bienvenido* hosted 8 events creating awareness and promoting diversity and inclusion at various campuses: Homewood, East Baltimore, and Bayview.



Project Name: Am I OK?

Project Lead: Darin Johnson, Student, Krieger School of Arts and Sciences

Awarded: \$2,500

Outcome: Darin organized an event centering on marginalized intersectional identities and mental health, inviting Dr. David Goode-Cross to give a lecture to the JHU community. Dr. Goode-Cross has written about the experiences of African Americans in higher education as well as the intersection of race and sexuality as it relates to educational persistence.



Project Name: Baltimore STEM Outreach

Project Lead: Oludunsin Samuel-Ojo, Student, Whiting School of Engineering

Awarded: \$2,500

Outcome: The group, made up of members from the National Society of Black Engineers, started an afterschool high school outreach tailored to helping the students of Baltimore Leadership School for Young Women. The first section was dedicated to Electrical Engineering, Mechanical Engineering, Computer Science, Chemical Engineering, and 3D Printing. The second section focused on renewable energy (solar energy and wind energy).



Project Name: Women of Hopkins

Project Lead: Dominic Scalise, Student, Whiting School of Engineering

Awarded: \$2,500

Outcome: Organized a large-scale art exhibit on the Homewood Campus at the Mattin Center. In addition to the display, a website accompanying the physical portrait gallery is online at women.jhu.edu, which includes biographical sketches for each honoree, written by grassroots volunteers in the Johns Hopkins community and edited by Valerie Hartman.

Diversity Recognition Awards



The Diversity Recognition Awards are rigorously selected by members of the DLC and recognize exceptional contributions to diversity and inclusion at Johns Hopkins. These awards represent an acknowledgement that institutionalizing an inclusive culture requires widespread commitment and a critical mass of individual contributions.

This year's awards ceremony was accentuated by a performance of a piece by Peabody's Judah Adashi, played by cellist/vocalist Lavena Johanson and local poet Tariq Touré. The result was gorgeous and haunting, and many guests remarked on how impressed they were by this unique and heart-breaking performance.

Our 2017 awards celebrated outstanding contributions from the following individuals and teams:

Danielle Chou, Staff, Applied Physics Laboratory

Monica Guerrero Vazquez, Staff, Bayview Medical Center

Cathryn Kabacoff, Staff, School of Medicine

Mary Ann Kalin, Staff, Johns Hopkins Health System

Wendy Osefo, Faculty, School of Education

Jerry Prince, Faculty, Whiting School of Engineering

Renata Arrington Sanders, Faculty, School of Medicine

Charalampos Siotos, Post Doctoral Fellow, School of Medicine

Mo Speller, Student, Krieger School of Arts and Sciences

Tiana Warren, Student, Whiting School of Engineering

"Women of Hopkins" Homewood campus exhibit, produced by Karen Fleming (faculty) and Dominic Scalise (student)

LEAD (Liberate, Eradicate, Activate to Decolonize) student group at the Bloomberg School of Public Health

Race in America Lecture Series



For the 2016-2017 season of the JHU Forums on Race in America, we had hundreds of guests come out to hear thought-provoking discussions on sensitive topics relating to our own community and the country at large. Panel participant and co-founder of the Baltimore Transgender Alliance Monica Yorkman said she would never have expected conversations like these to be happening at Hopkins. We welcomed highly-respected speakers such as scholar Robin Kelley and seasoned journalist Ray Suarez to not only speak to the community, but to also have small and personal conversations with our students about how they can participate in the difficult work of dismantling racism.





2016-2017 Season

The Next 50 years: Black Power's Afterlife and the Struggle for Social Justice

September 27, 2016 @ Shriver Hall

Guests: Robin Kelley, Salamishah Tillet, Dayvon Love

Moderator: Nathan Connolly

Latinos in America, Post-Election

November 30, 2016 @ Shriver Hall

Guests: Ray Suarez, Kathleen Page, Dinorah Olmos, Javier Von Westphalen, Ileana Gonzalez

Moderator: Erwin Hesse

A Discussion of Intersecting Dimensions of Identity

March 7, 2017 @ Shriver Hall

Guests: Payton Head, Laila Alawa, Mo Speller, and Monica Yorkman

Moderator: Norma Day-Vines

Drug Policy Is Race Policy

April 18, 2017 @ Mason Hall Auditorium

Guest: Dr. Carl Hart

Climate and Culture Subcommittee

Subcommittee Chair: Marc Edwards, Postdoctoral Fellow, School of Medicine

Objectives:

- Identify and catalog existing survey mechanisms and previously collected datasets at JH.
- Identify best practices on climate and culture survey instrument and data management at peer institutions.
- Propose enhancements to existing survey mechanisms, data analysis approaches, post-survey follow-through and communication around measuring climate at JH.

Approach/Activities:

The subcommittee collaborated with institutional partners to gather information about existing survey mechanisms. During this process, we reviewed 9 different survey instruments including climate and exit surveys covering faculty, staff, students and postdocs conducted within the last 2 years. Although the set of surveys reviewed is not exhaustive, our intent was to identify a representative cross-section to characterize trends and best practices.

Key Findings:

In reviewing these instruments, we observed the following trends:

- The coverage of existing survey mechanisms does not extend across all faculty, staff and students.
- Sharing survey results and action plans with the survey population is not a consistent practice.
- Frequency of surveys is inconsistent.

We identified the following internally-administered surveys as positive exemplars at Johns Hopkins:

- *JH PhD Exit Survey*: Administered on a rolling basis by Office of Institutional Research (OIR); reports published online; robust dataset.
- *JH Postdoc Survey (School of Medicine)*: Administered annually by the JH Postdoctoral Association; clearly established actionable items based on feedback between surveyed population and Associate Dean's office.

Among peer institutions, we identified the Massachusetts Institute of Technology (MIT) as an exemplar of best practices in administering climate surveys and communicating their results. According to the MIT website, "every four years, all faculty and staff are surveyed in order to examine the work-life environment for faculty, instructional staff, researchers, postdoctoral scholars, administrative staff, support staff and service staff at

MIT.” The chart below shows a snapshot depicting the coverage and comprehensive nature of MIT’s approach.

Audience	Survey	Frequency	Next Survey	Last survey administration
Undergrad Students	Freshman / First Year	2 years	Summer 2016	2014
	Enrolled Undergraduates	4 years	Spring 2019	2015
	Senior	2 years	Spring 2018	2016
	Parents of Undergraduates	4 years	Spring 2020	2016
Graduate Students	Admitted Graduate Students	2 years	Summer 2017	2015
	Enrolled Graduate Students	4 years	Spring 2019	2015
	Doctoral Exit	ongoing	ongoing	2016
Students (mixed)	MIT Graduating Students	annual	ongoing	2016
	Student Quality of Life	4 years	Spring 2021	2017
Alumni	Undergraduate Alumni	~4 years	Spring 2017	2013
	Graduate Alumni	tbd	tbd	2012
	Recent Alumni	annual	ongoing	2016
	All Alumni: Impact of MIT	as needed		2014
Faculty & Staff	Faculty and Staff Quality of Life	~4 years	Jan/Feb 2020	2016
	Faculty Survey	4 years	Merged into Faculty and Staff QOL	2016
	Postdoctoral Scholars	tbd		2010
MIT-wide	Commuting to MIT	2 years	mid-Fall 2016	2014
	Future of MIT Education	--	--	

Information about MIT’s survey instruments captured from the MIT website.

Recommendations:

- We recommend that JHU Administration establish an expectation that JH Divisions conduct surveys to measure climate/inclusion and engagement covering faculty, staff and students every 2-4 years. Further, we recommend that survey results, key findings and action plans be made publicly available within 6 months of the respective survey.
- We recommend that OIR act as a hub for survey instruments, results and best practices to help facilitate activity at the Divisional level. Further, we recommend that OIR continue to expand its dashboard capability to incorporate newly acquired datasets towards easing the process of gleaning key insights from these data.

Next Steps:

As a next step, we hope to gain feedback and ultimately concurrence from JHU senior leadership on the recommendations above. In our view, carrying out these recommendations is best championed and led from within the administration. We on the DLC offer our support to the administration in realizing this vision as advisors, working group participants, potentially as focus group leads and ultimately as advocates for the effort.

Faculty Recruitment and Development

Subcommittee Chairs: Amanda Brown, Faculty, School of Medicine and
James Calvin, Faculty, Carey Business School

Objectives:

- Work with the Vice Provost for Faculty Affairs to develop sustainable and systemic plans for the Faculty Diversity Initiative (FDI) and accountability.
- Leverage data from existing surveys to gain additional insights into faculty retention and development.

Approach/Activities:

The Faculty Recruitment and Development Subcommittee (FRDS) continues to engage with senior leadership to advise and partner on initiatives related to recruitment and retention of faculty. This year the subcommittee focused on developing a recommendation around the data necessary to track and characterize progress on retaining and developing faculty from underrepresented groups. The subcommittee chairs met with Chris Celenza, Vice Provost for Faculty Affairs, as well as Ratna Sarkar, Vice Provost for Institutional Research, on topics ranging from two-body hires and the sustainability of the FDI to the applicability of existing survey data related to faculty retention. This year, the FRDS also reviewed related data from peer institutions.

Key Findings:

Robust collection of quantitative and qualitative data will be critical to the tracking and sustainability of the FDI. The need for a clear definition of “retention” was identified as an essential part of this process, and subcommittee member Michael Falk led the development of a statement to support an evidence-based methodology to quantify faculty retention and attainment, along with some best practices aimed at faculty retention used by peer institutions. According to the Johns Hopkins Diversity Roadmap, in “Fall 2013, approximately 6 percent of full-time faculty members at degree-granting post-secondary institutions nationwide were black and another 5 percent were Hispanic.” According to the American Association of Colleges and Universities, “women constitute almost 60% of U.S. College students, and because minorities will exceed 50% of the U.S. population before 2050, we must do a better job of preparing and hiring more persons from these groups for faculty positions to become research and thought leaders for the nation’s changing demographics.”

Next Steps:

The FRDS plans to deliver a recommendation around sustainability and accountability for the FDI in the upcoming academic year. The FRDS plans to work with Vice Provost Susan Courtney and Assistant Vice Provost Larry Williams to advise on the future implementation of Faculty Force, a tool to track faculty diversity statistics over time. The FRDS welcomes the opportunity to be a contributing voice at the table for JHU annual assessments of faculty recruitment and retention.

Staff Development Subcommittee

Subcommittee Chairs: Stacey Marks, Staff, School of Medicine and
Pam McCann, Staff, School of Medicine

Objectives:

- Assess the state of staff development at JHU, including practices around retention, promotion and development.
- Capture staff development resources and programs offered through various offices.

Approach/Activities:

This year, we spent the majority of our time researching and data gathering towards establishing a baseline understanding of staff development practices across JH.

Key Findings:

We have found that data gathering continues to be a challenge across the institution. While there are bright spots, such as the efforts of Talent Management, much needs to be done to gather data towards improving the experience of staff across divisions.

Specifically, institution-wide data gathering is not distributed in a manner that is transparent or easily available to crucial stakeholders. Leadership and deans of school divisions receive the data and information from reports, such as the Gallup Poll, yet there is no implementation plan for acting on the data. Where data gathering does occur it does not capture data efficiently. For example, efforts to assess staff development and utilization of current programming is hampered by the inability of programs such as SAP to interface with the e-learning and education system. Ideally these systems would also capture employee promotions, lateral moves, and departures.

We laud and support the current efforts of Talent Management in creating programming that aligns with the Diversity Roadmap and seeks to redress these shortcomings. Currently, they are overhauling systems to increase supervisor training, mentoring, management and self-assessment. A comprehensive marketing and communications plan is needed to increase awareness and participation in these new initiatives and programs.

Next Steps:

In the upcoming academic year our subcommittee will continue data gathering. To improve our approach, we will work towards developing stronger collaboration among DLC subcommittees focused on data gathering as well as key stakeholders across JH, including affinity groups and the International Association of Administrative Professionals. Lastly, we will continue to build towards a working relationship with Talent Management to help champion and support their various initiatives.

Student Experience Subcommittee

Subcommittee Chair: Paul Markakis, Staff, Applied Physics Laboratory

Objectives:

- Conduct meta-analysis of current campus climate data through a student engagement and multicultural identity development framework
- Develop a proposal for a campus climate assessment
- Propose ways to enhance opportunities for faculty and instructors to learn about facilitating inclusive classrooms
- Propose ways to identify the current state of URM student mental health

Approach/Activities:

The Student Experience Subcommittee held bimonthly meetings, each of which was located on a rotating basis across the Baltimore-area JHU campuses. The group had student representation from almost every student division of the Johns Hopkins University and Medicine system.

Over the course of these meetings, we identified as a group potential areas for improvement with respect to campus climate data collection within the student body. In discussing the currently existing data collection efforts, we recognized that there was no common lexicon of questions from which to solicit student feedback. We also recognized a need to conduct both in person and online data collection so that a larger variety of student experiences could be collected and consolidated.

Additionally, the subcommittee conceptualized potential diversity-and-inclusion-focused town halls across all of the JHU student bodies. As they were conceptualized, each town hall event would be targeted to a different stratum of the populations underneath the diversity and inclusion umbrella. These ideally would both encourage students to discuss their experiences in an environment with peers facing similar issues, and allow for more focused qualitative data collection centered around the theme of that town hall event.

Next Steps:

Looking toward the next year or more of the Student Experience Subcommittee, we recognize a continuing need to identify a strategy for securing effective and accurate representation of diverse students across all JHU student bodies. Furthermore, we note that it tends to be the same active students whose input is solicited for student experience matters, particularly around diversity and inclusion efforts. We also plan to conceptualize and draft a proposal for the town hall events, which will include all JHU student populations, and not focus on one specific campus (e.g. Homewood) for student experiences. In conjunction with these town hall events, we plan to develop a proposal for a qualitative student experience survey targeted toward diverse populations.

Gender Identity and Sexual Orientation

Subcommittee Chair: Demere Woolway, Staff, Homewood Student Affairs and
Paula Neira, Staff, Emergency Medicine

Objectives:

- Conduct LGBTQ needs assessment in collaboration with LGBTQ Life. Pilot assessment will be done on the Homewood campus.
- Create and publish public sign-on statement of support for the transgender community in honor of Transgender Awareness Month in November.

Approach/activities:

The subcommittee created a needs assessment that was distributed to staff and faculty in spring of 2017. 187 people participated in the survey, sharing their perspectives on campus climate/engagement with the LGBTQ community, and information about their identities. We held a public presentation of the data on June 5.

The subcommittee crafted a statement in support of transgender people, which read “We, the undersigned students, faculty, staff, and alumni of Johns Hopkins, stand in support of transgender and gender non-conforming people everywhere. We come together in honor of Transgender Day of Remembrance and Resilience. We support everyone’s right to express their genders, receive respectful health care, and live free of gendered violence. We are committed to improving Johns Hopkins for people of all genders.” 1117 individuals added their names to this statement, and it was published in *The Johns Hopkins News-Letter* on November 17, 2016.

Key Findings:

Of the 187 people who participated in the needs assessment, 103 identified as cis/straight people and 81 as LGBTQ. 67% of participants said they are comfortable or very comfortable with the overall campus climate. 68% of participants rated Hopkins as very or extremely accepting for LGBTQ people. There was no difference on these questions between cis/straight and LGBTQ individuals. However, compared to straight/cis people ($M=3.34$, $SD=.93$), LGBTQ participants ($M=2.92$, $SD=.92$) reported more negative perceptions of the climate for transgender people; $t(174)=2.85$, $p=.005$.

27% of LGBTQ participants were not out about their sexual orientation/gender identity to any students, for reasons that included lack of student interaction, disinterest in talking about personal lives with students, and fear of repercussions. However, only 7% of LGBTQ participants were not out to any coworkers. 40% of LGBTQ participants reported that their sexual orientation/gender identity had been an obstacle to a professional goal within the past semester.

Most participants were interested in engaging more with LGBTQ topics at work. They were interested in educational and social events, opportunities to engage with students, and lunch programs. Obstacles included lack of support from supervisors, lack of time, and location.

Next Steps:

LGBTQ Life will be hosting a new transgender-specific workshop in the fall. LGBTQ Life will also work to increase the visibility of existing LGBTQ resources for staff and faculty.

Community Partnerships Subcommittee

Subcommittee Chair: Mindi Levin, Staff, School of Public Health

Objectives:

- Generate a status assessment for earlier DLC recommendations around community partnerships.
- Work with community engagement across JH to identify current needs and prioritize recommended actions.

Approach/Activities:

Our subcommittee successfully developed, implemented, and analyzed a baseline status assessment of JH community engagement programs supporting Baltimore City. Eighteen JH community engagement programs were invited to participate in the status assessment, and all 18 completed the instrument. We explored the current status of JH's Baltimore academic-community programs and what strategic vision and recommendations could be offered.

JH Leadership continues to highlight community engagement as a central theme (JHU's Ten by Twenty; JHM's Community Engagement Strategy). However, many of the JH community engagement programs have not been involved in the development of new initiatives. Our subcommittee is coordinating among key stakeholders to develop best practices and recommendations for leadership to consider in improving community engagement activities.

On May 9, 2017, the committee hosted the first meeting of JH community engagement programs. Sixteen of the 18 programs that completed the baseline assessment were represented at the meeting, beginning to review results and discuss best practices.

Key Findings:

The results of the baseline status assessment indicate a wide range of programming, support, and policies and procedures. Several programs do not track the numbers and hours of students, faculty or staff that participate in community activities. There is also a wide range of community engagement activities organized by the various programs, including community conversations, capacity building for community partners, individual volunteer activities, and more. The programs also differ by the number of partnerships they have with local organizations, and how such partnerships are formed. Only a small number of these programs reported having community advisory boards and other formal ways to recognize community. The programs also differ in their evaluation efforts, number of staff, total budgets, and ability to review activities for risk management and legal concerns. The most commonly cited resource needs include funding for staff salaries/fringe, stipends for community partners, and stipends for students. Other needs include technology support for tracking and reporting, space for activities, and funds for program activities.

Next Steps:

The group of JH community engagement programs will continue to meet several times per year, and several areas where the group is working to build consensus include: how to define community engagement and what activities should be counted in community engagement numbers; what standards should be in place for reviewing community engagement activities for legal and risk management concerns; and what resources and other organizational structures and supports are needed to strengthen our community engagement activities.

Disability Subcommittee

Subcommittee Chair: Emily Lucio, Staff, Office of Institutional Equity

Objectives:

- Propose JH-wide speaker series.
- Create an accessibility database covering physical access and to facilities and conferences around JHU and JHHS.
- Collaborate with marketing and events to draft a disability statement for events and course syllabi.

Approach/activities:

The group met with key university members, including the Facilities Access Committee to discuss developing a database that will allow people to know the accessibility features of a room when making a reservation for an event. We are also working with them to develop a template for Best Practices in Building Design. Finally, we continued discussions around a disability-focused speaker series.

JHU Communications put out information about making events accessible to their colleagues. We presented at the University Marketing and Communications Group meeting in April and hope to do more presentations moving forward.

Next Steps:

Moving forward, we will work on developing a lecture focusing on disability awareness in 2017-2018. In addition, we plan to develop a list of speakers specializing in disability-related issues to share with others around campus to help enhance their programs.

We are working with representatives from Facilities and Real Estate Management, Scheduling and Event Services, Information Technology and the Registrar's Office to look into what steps we need to take to develop a database and later an app that will share the accessibility features of a room when making a reservation for an event. There have been multiple individual conversations about this. The group is scheduled to meet together during summer of 2017.

We continue to inform the JH community about the steps event planners can take to make events accessible through the accessibility website at:

<http://accessibility.jhu.edu/event-planning/>

The DLC subcommittee is working with members of the Facilities Access Committee to schedule a time to meet to come up with a strategy to create a university-wide document with best practices for facilities access and design. The groups will meet again to determine the essential elements for the document and a strategy to distribute the information.

Strategy and Communications

Subcommittee Chair: Leslie, Staff, Homewood Student Affairs

Objectives:

- Devise a sustainable plan for routine dissemination of diversity and inclusion stories across the Johns Hopkins community.
- Promote DLC updates and/or diversity and inclusion stories among the Johns Hopkins community over the course of this year.
- Partner with institutional stakeholders to raise awareness about diversity and inclusion, ensuring that it is a part of every stakeholder's worldview.

Approach/activities:

This year the HUB has produced a number of diversity-focused pieces. HUB reporters utilized the DLC as a resource in identifying relevant diversity and inclusion topics. Through continued communication with HUB staff, our stories were promoted to the broader Hopkins community. There also was continued consultation with HUB staff for the purpose of identifying a sustainable plan for ongoing dissemination of diversity and inclusion stories. This year, DLC activities were covered in the following press communications:

Diversity Conference

[At 13th annual Johns Hopkins diversity conference, participants embrace inclusion](#)

Diversity Innovation Grants

[Bright ideas wanted: Idea Lab funds innovative ideas at Johns Hopkins](#)

[Bright ideas for Hopkins: Health hackathon, science camp for city kids, free food fridge, and more](#)

[Idea Lab projects focus on leadership and community building, de-escalation, career skills](#)

[A tribute to trailblazers: Exhibit honors women who have made a mark at Johns Hopkins and beyond](#)

[Hopkins honors legacy of its notable women](#)

Miscellaneous

[Daniels provides updates on Johns Hopkins University's diversity, inclusion efforts](#)

[APL's Ashley Llorens appointed to second term as chair of JHU's Diversity Leadership Council](#)

Race in America

[Johns Hopkins to host panel discussion on black social justice movements](#)

[Johns Hopkins panelists focus on social justice movements, then and now](#)

[Johns Hopkins to host panel discussion on issues facing Latino community](#)

[Panelists explore Latino identity, challenges in post-election America](#)

[JHU Forums on Race in America panel to focus on intersectionality, identity](#)

[Johns Hopkins hosts wide-ranging conversation on identity, activism](#)

[Johns Hopkins to host discussion on racial bias in U.S. drug policy, enforcement](#)

[America's war on drugs is rooted in 'racist policies,' Columbia University expert says](#)

Diversity Awards

[Johns Hopkins to honor political scientist Lester Spence with \\$50,000 faculty diversity prize](#)

[DLC honors outstanding commitments to diversity at Johns Hopkins](#)

Next Steps:

First, the DLC hopes to continue serving in an advisory role to HUB staff as they select diversity and inclusion topics to highlight each year. Second, the DLC has a presence on several social media outlets (Facebook, Twitter, LinkedIn and Google+) and moving forward, such outlets may be utilized for greater promulgation of the DLC's work and other diversity and inclusion stories. Third, the DLC's website is in the process of being migrated onto the Institution's Diversity at JHU website, which should improve ease of use and accessibility.

Communicate with the DLC

DLC Website <http://web.jhu.edu/dlc/>

Facebook <https://www.facebook.com/hopkinsdlc1>

Twitter <https://mobile.twitter.com/hopkinsdlc>

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The 2016-2017 Diversity Leadership Council

	<u>Subcommittee</u>	<u>Affiliation</u>
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Nikki Akinleye	Strategy & Communications, Climate & Culture	School of Nursing
Amanda Brown, Ph.D.	Faculty Recruitment & Development*, Membership	School of Medicine
Hoon Byun, M.A.	Strategy & Communications	JHHS Operations Integration
James Calvin, Ph.D.	Faculty Recruitment & Development*, Membership	Carey Business School
David Crouch, MBA, MSISTS, PMP, ITIL	Strategy & Communications *	IT Solutions Center
Kyle DeCarlo	Disability, Membership	Bloomberg School of Public Health
Marc Edwards	Strategy & Communications, Climate & Culture*	School of Medicine
Michael Falk	Awards	Whiting School of Engineering
Lisa Folda, M.H.S.	Family Support*	Krieger School of Arts and Sciences
Jeffrey Gray, Ph.D.	Family Support, HCIE	Whiting School of Engineering
W. Daniel Hale, Ph.D.	DIG, Community Partnerships	Johns Hopkins Bayview Medical Center
Melissa Helicke	Conference	Johns Hopkins Community Physicians
Debra Janikowski, M.S.N.	Conference	Johns Hopkins Community Physicians
Darin Johnson	Student Experience, DIG	Krieger School of Arts and Sciences
Lynne Jones, Ph.D.	DIG, Faculty Recruitment & Development, Strategy & Communications	Orthopaedic Surgery
Leslie Leathers, Ph.D.	Strategy & Communications*	Homewood Student Affairs
Mindi Levin, M.S., C.H.E.S.	Community Partnerships*, Awards, Staff Development	Bloomberg School of Public Health
Ashley Llorens, M.S.**	Strategy & Communications, DIG, Awards, Membership, Conference	Applied Physics Laboratory
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Paul Markakis	Student Experience*, Strategy & Communications	Applied Physics Laboratory
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Pamela McCann, M.S.	Gender Identity & Sexual Orientation, Staff Development*	School of Medicine
Ilene McCoy, M.B.A.	Awards, Strategy & Communications	Krieger School of Arts and Sciences
Jocabel Michel Reyes, M.B.A.	Membership	School of Medicine
Monica Moody Moore	Awards	Carey Business School
Shabnam Mousavi	Gender Identity & Sexual Orientation*, Membership	Carey Business School
Paula Neira, J.D.	Staff Development	Emergency Medicine
Christine Newman, M.B.A.	Disability	Whiting School of Engineering
Rhodora Osborn, L.L.B.	Disability	Johns Hopkins Health System
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Maria Rivera	Student Experience	School of Medicine
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Tiffany Sanchez, M.A.	Faculty Recruitment & Development, Student Experience, Climate & Culture	Homewood Student Affairs
La Toya Smith, Ph.D.		Faculty and Staff Assistance Program
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Theresa Strawder	Climate & Culture, DIG	School of Nursing
Paula Teague	Conference, Staff Development	Johns Hopkins Medicine
Maura Walden, C.C.D.P./A.P.	Community Partnerships, DIG	Johns Hopkins Health Care
Sean Watkins, Ph.D.		Center for Talented Youth
Ex Officio Members		
Michelle Carlstrom	Sr. Director WorkLife/FASAP	University Administration
Chiquita Collins, Ph.D.	Association Dean for Diversity	School of Medicine
Joseph Colon	Director, Office of Multicultural Affairs	Homewood Student Affairs
Heidi Conway	Vice President, Human Resources	University Administration
Joy Gaslevic	Assistant Vice Provost and Title IX Coordinator	University Administration
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Darlene Saporu	Assistant Dean of Diversity and Inclusion	KSAS/WSE
Kathy Schnurr	Chaplain, JHU	Homewood Student Affairs
Sara Slaff	Interim Vice Provost, Institutional Equity	University Administration
Bonnie Windsor	Sr. Vice President for Human Resources	Johns Hopkins Medicine
Demere Woolway, Ph.D.	Director of LGBTQ Life	Homewood Student Affairs

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