



DIVERSITY
LEADERSHIP
COUNCIL

JOHNS HOPKINS
UNIVERSITY & MEDICINE

JOHNS HOPKINS DIVERSITY LEADERSHIP COUNCIL

2017-2018 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 a set of cross-cutting events and initiatives.

During the 2017-2018 academic year, the DLC was composed of 49 total members, 13 *ex officio* and 36 termed members (10 faculty, 20 staff, 5 students and 1 postdoctoral fellow) representing the following JH Divisions:

Johns Hopkins School / Division	DLC Member Count
Applied Physics Laboratory	3
Bloomberg School of Public Health	3
Carey Business School	2
Center for Talented Youth	2
Homewood Student Affairs	3
Johns Hopkins Health System	3
Krieger School of Arts and Sciences	4
Peabody Institute	2
School of Medicine	8
University Administration	2
Whiting School of Engineering	4
Grand Total	36

Our termed members were selected via a nomination process and are serving terms of either 3 years (faculty and staff) or 1 year (students and postdoctoral fellows). The remaining 13 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 pursue them.

This report captures DLC activity during the 2017-2018 academic year and includes two main sections. The first section covers DLC events and initiatives including the annual Diversity Conference, Diversity Innovation Grants Program, and Diversity Recognition Awards. The second section contains year-end reports from our various subcommittees. The Appendices contain more detailed information and artifacts associated with DLC programmatic and analytic activities.

Recommendation: Include Staff Composition Data in Future Roadmap Updates

The need for quantitative and qualitative data around diversity and inclusion goals at JH was noted prominently in the [JHU Roadmap on Diversity and Inclusion](#) and continues to be a key concern for the DLC. While our recommendation last year focused on measurement of climate, this year we seek to emphasize the need for a systematic approach to characterizing and diversifying the composition of our staff. We applaud the presentation of data around faculty and student recruitment in the [March 2018 Progress Report for the Roadmap on Diversity and Inclusion](#). The analysis of faculty departures presented in the update along with the transparency around the “leaky pipe” for diverse faculty is an excellent exemplar for the strategic value of measurement and analysis. Here, we note the absence of similar transparency around strategic measurement and analysis for our staff.

We recommend that future updates to the Roadmap on Diversity and Inclusion contain quantitative information on staff composition broken out by demographic, role and level of seniority. This will provide a rigorous foundation for setting strategic goals around diversifying key staff positions (especially leadership positions) while providing a driver towards achieving standardization, transparency and accountability. Support for this recommendation can be found in our [Staff Access and Inclusion Subcommittee Report](#).

Recommendation: Add Campus Security to our Roadmap on Diversity & Inclusion

The DLC devoted our monthly meeting this past March to a discussion around the establishment of a private police department at JHU. Although the legislation in question has been withdrawn since we sent our [initial letter to President Daniels](#), we offer an adaptation of our initial recommendation to help inform the way forward:

We recommend adding an explicit connection between campus security and climate as part of future updates to the [JHU Roadmap on Diversity and Inclusion](#) and urge the administration to engage our communities in shaping next steps on this matter. Specific items of interest may include particular types of training for our security force, trends around campus crime statistics and periodic mechanisms for collecting and synthesizing feedback from faculty, staff, students and our surrounding communities.

On June 18th, stakeholders from the DLC and Fenimore Fisher met with Melissa Hyatt, Vice President for Security and Connor Scott, Chief of Staff for Security to discuss concerns and potential areas for collaboration. We look forward to continuing to explore opportunities for collaboration and partnership on this issue.

Other Notable Highlights From This Report

- Our [Climate and Culture Subcommittee](#) is encouraged by progress towards the recommendation we put forward in our 2016-2017 Annual Report and plans to continue partnering with the Office of Institutional Research towards implementing of best practices in survey activities across Hopkins.
- Our [Faculty Recruitment and Development Subcommittee](#) is working towards a set of recommendations around the JHU Faculty Diversity Initiative which has entered into year four of the current five-year plan.
- Our [Engaging Our Surrounding Communities Subcommittee](#) continues to convene a group of JH community engagement programs serving Baltimore which together are working to develop a set of recommendations towards improving coordination and measuring impact.
- Our [Enhancing the Student Experience Subcommittee](#) is planning the first Hopkins-wide poster session focused on student diversity experiences and contributions to take place during the DLC's 2019 Diversity Recognition Awards.
- Our [Collaborating Across Divisions and Institutions Subcommittee](#) has worked with Human Resources to create an [organization chart](#) identifying key stakeholders and councils for diversity and inclusion across Hopkins.

We would like to thank the Provost's Office, the Office of Diversity and Inclusion and our various collaborators for supporting our efforts and look forward to continuing to work towards advancing diversity and inclusion at Johns Hopkins.

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Diversity Conference



This year we welcomed about 500 guests from the Johns Hopkins community to our annual Diversity Conference featuring programming covering topics ranging from neurodiversity to anti-racism education in community-based work. We offered 18 workshops, selected from a total of 42 proposals (see [Appendix B](#) for full list of workshops and presenters).

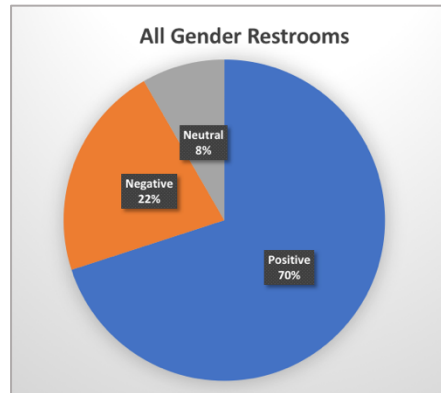
The keynote talk for the conference was given by Yoruba Richen (pictured top left), an accomplished documentarian. Yoruba's remarks shed light on intersections between race and sexual orientation and offered thoughts on how these two movements could increase impact through collaboration. Paula Neira (pictured top right), Clinical Program Director of the Johns Hopkins Center for Transgender Health, gave our morning plenary talk. In it, she gave a passionate recounting of her journey in the United States Navy, which culminated in her becoming the first transgender Navy veteran to have her discharge documents display her correct name.



This year's slate of workshops introduced new content to raise awareness around neurodiversity. As part of our planning effort, we consulted the Wendy Klag Center for Autism and Developmental Disabilities, which provided a facilitator who is on the spectrum and a self-advocate. As one respondent to the post-conference survey indicated: "I attended the session on Neurodiversity, and it was tremendous. I think this is an area that our institution needs to be more mindful of as we create programs, events, and in general inclusive spaces. It may not be a full conference theme, but may be a valuable keynote or plenary topic."

We made efforts to make this year's conference our most inclusive yet by adding All Gender restrooms, a mother's room, vegan / kosher / halal food options, and information highlighting Homewood's prayer and meditation room. One guest commented, "It was phenomenal experience overall, great planning, forward thinking accommodation."

Transforming the restrooms on the second floor of Hodson Hall was a collaborative effort with LGBTQ Life, The Office of Institutional Equity, and Facilities and Real Estate. We made sure the signs were inclusive, ADA compliant, and clear about alternative options for those who preferred gender-specific restrooms. Post-conference survey results are pictured right.



For the Mother's Room, we partnered with the Office of Work, Life and Engagement in Human Resources, who provided a pump, along with guidance on what mothers might need. One comment from a guest: "Last year - i had to run around like a mad woman looking for one - this is EXTREMELY important - SO glad you made this change!!!"

Diversity Innovation Grants

This year, four of the five DIG projects selected during the 2017 IdeaLab round were successfully executed. These projects include “Connecting the Dots,” “Fun for Science Summer Day Camp,” the “Student Research Ambassador Program,” and the “De-Escalation Workshop.” Three of this year’s projects have been picked up for future funding by outside offices. The project “Information Hub for Latinos,” was selected but not completed due to unforeseen schedule limitations for the project lead.

For the 2018 round, we partnered with the Ten by Twenty Challenge on a unified theme: Ideas Bridging Divides. We received 10 project proposal submissions, and from those we awarded four projects with grants. During the voting period, we had 1171 votes cast, along with 29 comments from the Johns Hopkins community. Projects selected during the 2018 voting round are in progress – their outcomes will be featured in next year’s annual report.

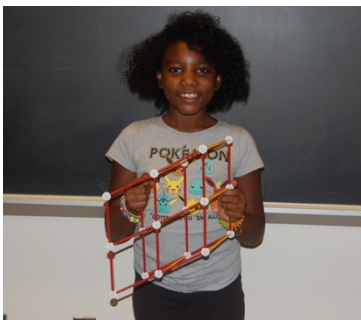


Project Name: Connecting the Dots: Public Health as a Social Justice Practice

Project Lead: Anushka Aqil, Student, Bloomberg School of Public Health

Awarded: \$2500

Outcome: Organized by LEAD (Liberate, Eradicate, Activate to Dismantle) at the School of Public Health, this project created and executed a series of trainings to facilitate a safe, diverse, civil, and equity-based learning environment for all students, staff, and faculty. Overall, 165 unique students, faculty, and staff across the Schools of Public Health, Nursing and Medicine participated in the six workshops organized by the LEAD team.



Project Name: Fun for Science Summer Day Camp for Inner City Students

Project Lead: Jie Xiao, Faculty, School of Medicine

Awarded: \$2,500

Outcome: Jie and his team organized a week-long summer camp that helped primary school students explore the theme: “How to think like a scientist.” Each day, 17 rising 5th and 6th grade campers were fully immersed in science by performing experiments with Johns Hopkins and Baltimore scientists.



Project Name: De-Escalation Workshop

Project Lead: Jerrell Bratcher

Awarded: \$2,500

Outcome: Jerrell and the Black Faculty and Staff Association partnered with Strategies for Youth (SFY), a Massachusetts-based nonprofit policy and training organization, to facilitate an interactive workshop called *Juvenile Justice Jeopardy™*. The workshop was created by SFY created as an interactive discussion and teaching tool, inspired by the TV game show, that teaches youth how to interact with police, teachers, peers in a way that avoids difficult situations. This project was picked up by the Office of Government and Community Affairs for future funding.

Project Name: Student Research Ambassador Program



Project Lead: Natalie Strobach, Academic Program Manager, Krieger School of Arts and Sciences

Awarded: \$2,500

Outcome: This project fostered mentoring relationships between successful student researchers and undergraduate students from underrepresented backgrounds who were interested in pursuing undergraduate research of their own. Natalie and her team hosted a series of events where these students came together to network and develop their research proposals. Dean Wendland saw promise in this program and provided funding to continue moving this effort forward.

Diversity Recognition Awards



The annual Diversity Recognition Awards celebrate outstanding achievements by faculty, staff and students that advance diversity and inclusion across Johns Hopkins and in our surrounding communities. This year, our slate of awardees featured members of our community who are truly making a difference, from a physician teaching her community how to make healthy foods to a Homewood student advocating for the rights of those with disabilities on campus. We were fortunate to welcome a trio of Peabody affiliates (one students, two alums) that set the tone for our event with a jazz set. This year's awardees and their affiliations and Division are listed below. A summary of their recognized achievements can be found in [Appendix C](#).

Ifunanya Agbim, M.D., Johns Hopkins Hospital

Adler Archer, Student, School of Medicine / Carey Business School

Ebuka Arinze, Student, Whiting School of Engineering

Sylvie DeLaHunt, Staff, Applied Physics Laboratory

Paul Giles, D.O., Hopkins Community Physicians at Bowie

Erica Nicole Johnson, M.D., Johns Hopkins Bayview

Tina Kumra, M.D., Johns Hopkins Community Physicians

Dora Malech, Faculty, Krieger School of Arts and Sciences

Rachel Moseley, R.N., W.O.C.N., Johns Hopkins Bayview Medical Center

Madelynn Wellons, Student, Krieger School of Arts and Sciences

Out for Business, Student Group Affinity Group, Carey Business School

Staff Access & Inclusion

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

Objectives:

- Develop a recommendation around enhancing diversity and inclusion in the staff search process in partnership with Human Resources.
- Develop a recommendation towards creating a culture of participation for retaining staff through participation in community activities, professional organizations and affinity groups within Johns Hopkins.

Approach/Activities:

For the last several years, our subcommittee has operated under the hypothesis that senior staff and executive leadership positions across Johns Hopkins exhibit a lack of diverse representation from historically underrepresented groups. This hypothesis has stemmed from the collective experiences and observations of our subcommittee which, this year, consisted of five staff members representing the Whiting School Engineering, the School of Medicine and Homewood Student Affairs with a range of experience and seniority. Although our general hypothesis is likely neither surprising nor controversial, what we have found surprising is the lack of Hopkins-wide datasets and analysis around staff demographics to test our hypothesis with specificity.

The Human Resources team has been an enthusiastic partner in helping to pursue our subcommittee's objectives, yet our understanding is that the current mechanisms for data collection and curation do not support a detailed analysis of staff composition, broken out by demographic, role and level of seniority. In our view, this level of data collection, curation and analysis is a necessary precursor to achieving the goal the following goal set in the most recent update to the Johns Hopkins Roadmap on Diversity and Inclusion around "customizing and implementing best practices in diverse recruiting, hiring, and advancement, modeled after the Faculty Diversity Initiative"

To pursue our stated objective of assessing hiring practices, and in the absence of the aforementioned institutional datasets and analysis, we took the approach of collecting some of our own data in the form of interviews with hiring managers. Our aim in conducting these interviews was to begin to assess trends in our internal recruitment and hiring practices with the motivating hypothesis that our awareness of and adherence to best practices around diversity recruitment and equitable hiring practices vary throughout the institution. To investigate this hypothesis, our subcommittee interviewed nine hiring managers from the School of Public Health (2), School of Medicine (Bayview) (1), University Administration HR (1), and the Whiting School of Engineering (5). The interview consisted of 15 questions (which are listed in [Appendix D](#)) aimed at determining if departments have the opportunity to engage with a diverse

candidate pool, ensure equitable hiring practices, and determine a strategy for minority recruitment.

Key Findings:

Despite a small sample size, our interviews reveal anecdotal evidence of a lack of consistency in hiring practices and focus on diversifying key staff positions. While most hiring managers interviewed did indicate that their respective departments take the initiative to attract diverse candidates, some revealed no direct efforts to increase minority recruitment. Additionally, most hiring managers we spoke with indicated that interviews are usually conducted using some form of panel or small group format, although the particular approach did not appear to be consistent across departments. While one of the hiring managers interviewed stated “school leadership has expressed support,” for increasing minority recruitment, others reveal no direct efforts towards that end. All of the managers we spoke with stated that interviewers are not required to have unconscious bias training. Three of nine hiring managers indicated that they utilize a quantitative rating system while the remaining indicated that they do not use a quantitative approach to determining final candidate selection.

Based on these findings, we assess that work is needed to identify and align with best practices around hiring towards achieving the goals set out in the Roadmap on Diversity and Inclusion around staff composition and advancement.

Recommendation:

We recommend that future updates to the Roadmap on Diversity and Inclusion contain quantitative information on staff composition broken out by demographic, role and level of seniority. We feel that this will provide a rigorous foundation for setting strategic goals around diversifying key staff positions (especially leadership positions) while providing a driver towards achieving standardization, transparency and accountability. Further, allowing appropriate access to associated datasets and analyses will provide support for future objectives set by this subcommittee and continue the pathway of effective partnerships among Human Resources, the Diversity Leadership Council and the various staff advocacy organizations at Johns Hopkins.

Next Steps:

Our subcommittee hopes to continue partnering with the Human Resources team and key stakeholders across the Administration to work towards a comprehensive understanding of staff composition towards “customizing and implementing best practices in diverse recruiting, hiring, and advancement, modeled after the Faculty Diversity Initiative.”

Climate and Culture

Subcommittee Chair: Angela Gilmour, Staff, Applied Physics Laboratory

Objectives:

- Work with the Office of Institutional Research to create uniformity in climate surveys across Hopkins.
- Create a word cloud graphic that illustrates what it means to be a part of the Hopkins community to be utilized during the onboarding process.

Approach/Activities:

Last year, our subcommittee worked with the Office of Institutional Research (OIR) to develop recommendations to JHU senior leadership to institute best practices in survey activities across Hopkins and for OIR to act as a hub for survey instruments and results. This year, we continued our partnership with OIR to help shape next steps building on DLC recommendations made in 2017. The subcommittee also discussed with the Vice Provost for OIR and JHU Human Resources Organization Development Manager the recommendation that survey results, key findings, and action plans be made available within six months of the respective survey.

The subcommittee began work on a JHU word cloud but encountered reluctance to represent the culture of a Division by answering “what it means to be Johns Hopkins.” The purpose of the word cloud was to help build a unifying identity on what it means to be one JHU with a diverse, inclusive, talented population. This is now a mission that the newly established Knowledge Share Group is taking on by evaluating and updating the JHU diversity statement.

Key Findings:

The subcommittee observed the following positive trends:

- *OIR as a survey hub:* OIR created a website, <http://oir.jhu.edu>, designed to enable appropriate access to survey results for the Johns Hopkins community. The site currently includes the Doctoral Exit Survey Highlights from 2014 through 2017 available to anyone with a JHED login. Results from the Doctoral Exit Survey and Doctoral Enrolled Student Survey results are available for managers. OIR plans to release the “It’s on Us 2018” report on a website that is linked to the OIR website and is available to the community.
- *OIR as a survey coordinator:* OIR has put together a timeline of the various surveys to be conducted, increasing potential for visibility and coordination. For each of these surveys, there appears to be an intent to release results to constituents within six months of completion.
- *Release of action plans:* Human Resources plans to release action plans to the constituents and JHU community, informed by the results of the recent Gallup Survey.

The following trends observed by the subcommittee require further investigation:

- *Analysis of open text responses:* HR is resource-limited in its ability to evaluate the large amount of information received through the answers to the open text questions in the Gallup survey. It is our understanding these 1800+ comments are currently being analyzed manually. We see potential for a partnership between that HR and OIR and students that may be able to help in applying algorithmic approaches to automating analysis of open text survey responses.
- *Timing and reach of survey outcomes:* Action plans generally take longer than six months to develop and release. There does not appear to be a plan for releasing survey results and action plans outside of the JHU community, which could have some value in attracting diverse talent.
- *Coverage and meta-analysis of survey results:* The coverage of existing survey mechanisms and reporting does not extend across all faculty, staff and students. There is currently no plan to correlate the results from the Gallup survey to the other surveys administered by OIR. Correlation of these results would help the constituents and managers to understand the overall JHU institution climate and trends.

Further details on the JHU Gallup Survey results and processes can be found in the HR presentation to University Divisional Business Officers, May 2018 (available through OIR).

Next Steps:

Our subcommittee plans to continue working with OIR to release our recommendations around institution of best practices in survey activities across Hopkins and positioning of OIR as a hub for survey instruments and results. We are encouraged to see that the Administration is moving forward on these fronts and look forward to further investigating the observed trends listed above.

Faculty Recruitment and Development

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

Objectives:

- Collaborate with the Office of Faculty Affairs on establishing qualitative and quantitative metrics for the Faculty Diversity Initiative (FDI).
- Help guide the rollout of Faculty Force toward tracking diversity and development data.

Approach/Activities:

This year, our subcommittee's primary approach was to partner directly with University Administration towards the successful execution and assessment of the FDI and other key initiatives related to recruitment and retention of faculty. This year the subcommittee engaged with senior leadership as follows:

- Provided inputs to the Vice Provost of Faculty Affairs supporting the creation of the 2017-2018 JHU COACHE Faculty Survey, including information from prior Climate surveys administered by the DLC (see [Appendix E](#)):
- Provided feedback regarding the design of a networking event for the Inaugural Provost's Postdoctoral Fellows for URM Faculty. The event was held at the Reginald F. Lewis Museum on April 17, 2018 and our two subcommittee chairs attended.
- Participated in ongoing conversations regarding faculty data and metrics with Vice Provost Ratna Sarkar and Vice Provost and Chief Diversity Officer Fenimore Fisher.

Observations:

While quantitative metrics can reveal correlations, such as the relationship between scholarly activity and promotion, they do not necessarily give insight into the causal factors behind these relationships. Therefore, qualitative metrics are also necessary for understanding which factors affect the retention of faculty from underrepresented minority (URM) groups. These factors may include: knowledge of family leave policies, URM welcoming and orientation receptions, Career- or Process-Peer and Senior Mentors, department and divisional climates that foster an atmosphere of inclusion and cultural competence and a sense of belonging; cluster hiring to stem a sense of isolation particularly in departments where numbers continue to be non-existent or low; exit interviews and focus groups.

Subcommittee members Michael Falk and Rigoberto Hernandez (incoming co-chair of the Homewood Council on Inclusive Excellence) continue their efforts with other subcommittee member inputs toward the development of an evidence-based

methodology to quantify faculty retention and attainment, with emphasis on URM faculty.

Next Steps:

Next year the FRDS plans to continue working with the Office of Faculty Affairs to review key data and demographic information related to:

- Faculty composition (i.e., using Faculty Force or Interfolio).
- Effectiveness of diversity search processes across Hopkins Divisions (and to identify barriers in divisions where there has been no or little improvement).
- Results and analysis from the 2017-2018 JHU COACHE Faculty Survey (specifically, trends relating to attrition of URM faculty).

Additionally, we intend to explore novel ideas for interim surveying that allow for more immediate course corrections. On July 1, 2018, the Faculty Diversity Initiative (FDI) entered year four of the current five-year plan. Informed by the aforementioned analyses, our subcommittee will work towards finalizing a set of recommendations around the FDI, including approaches to assessing its effectiveness and potential modifications for follow-on initiatives.

Engaging our Surrounding Communities

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

Objectives:

- Continue to convene the group of JH community engagement programs serving Baltimore to build consensus around pertinent facets of community engagement
- Host at least two gatherings (one per semester) with Hopkins community engagement programs to share expertise of model programs

Approach/Activities:

Our subcommittee continued our efforts from 2016-2017, hosting two gatherings for the JH community engagement programs. Representatives from the following JH community engagement programs participated in the gatherings: Bayview Healthy Community Partnership, Bayview Spiritual Care and Chaplaincy, Carey Business School, Center for Community Innovations and Scholarship at JH School of Nursing, Center for Social Concern, Center for Talented Youth, Centro SOL, Government and Community Affairs, Institute for Clinical and Translational Research, JHHS Community Health, JHU-APL STEM Program, Office of Work, Life and Engagement, Peabody Institute, SOURCE, and UHI. On December 12, 2017, 14 of the 18 invited community engagement programs attended our Fall meeting. During this meeting, the group identified a number of strategies for improving Johns Hopkins' community engagement efforts. Following the meeting, our subcommittee disseminated a short survey which allowed all stakeholders to select their top priorities from the generated list. On May 2, 2018, 14 of the 18 community engagement program leaders gathered for the Spring meeting. We spent time discussing the top two priorities that were identified from the survey voting process: Measuring Impact and Improving Coordination. The collective will form two working groups to further explore these two priorities. These working groups will meet more frequently, and share updates and request input.

Key Findings:

Our subcommittee has brought the JH community engagement program leaders together over the past year. Throughout the process, the collective has been getting to know one another both as individuals and as programs. Following several conversations and a voting process, the collective will dedicate their efforts to two areas:

Improve Coordination: *develop and implement a communication plan to exchange information more effectively and routinely between JH community engagement programs*

Possible ways to improve coordination include developing a resource guide or tool for the programs to share information, as well as map where in the city everyone is working. The collective also stressed the need to encourage JH leadership to consult with our community engagement programs before embarking on new initiatives that

would impact the community. This could help to avoid any issues, better inform decisions, reduce redundancy and possible harm, as well as improve relations with community.

Measure Impact: *develop key indicators to measure our community impact*

Possible ways to measure impact include the development of key measures across programs, long-term evaluation process, connecting our activities to JHM/JHU strategic goals. The collective would like to clearly define common goals and outcomes in order to identify what success would look like for JH community engagement.

Next Steps:

The JH community engagement program leaders are currently signing up to serve on either of the two working groups. The working groups will spend more time together to research ways to improve coordination and measure impact. The collective has indicated that these gatherings hosted by our DLC subcommittee have been informative, beneficial, and promising. We hope that these smaller working groups will be able to develop specific recommendations for action in 2018-2019.

Enhancing the Student Experience

Subcommittee Chairs: Moses Davis, Associate Dean, Homewood Student Affairs and Bria Macklin, Student, Whiting School of Engineering

Objectives:

- Work with key stakeholders to enhance diversity and inclusion in existing department seminars and programming.
- Create a student experience focus group, comprised of individuals across all JHU student populations.

Approach/Activities:

Our subcommittee first identified two main objectives at the DLC kickoff retreat that are listed above. Though the first few months of the process were slower than anticipated due to change in composition of the subcommittee, the spring of 2018 saw the most productivity.

Towards our first objective, our aim was to provide an opportunity for small groups of students and individual students to contribute to the diversity related dialog in a more formal setting and get recognized for outstanding contributions. To that end, we devised a diversity-related poster competition wherein students (both graduate and undergraduate) can embark on projects examining diversity and inclusion across all Hopkins campuses, then share their findings in a poster session during the Diversity Recognition Awards ceremony.

We have secured funding from various Johns Hopkins divisions that will enable students to participate at no financial cost to themselves. Authors of the best posters will also receive awards for their outstanding work.

We did not make as much progress as anticipated towards our second objective, but we recommend that for next year, the Student Experience Subcommittee contact student group leaders as early as August, to coincide with the start of the academic year. In support of future activities, we have identified the potential mechanism to reach the entire student population via email and have identified faculty that may act as connectors to students engaged in diversity-related activities.

Next Steps:

The most immediate next step for the Student Experience subcommittee will be to continue or work in organizing of a diversity poster competition during the 2018-19 academic year and the following poster session at the Diversity Recognition Awards ceremony in May 2019. Echoing the previous Student Experience Subcommittee, we further recommend that the next Student Experience subcommittee rapidly develop a strategy for securing effective and accurate representation of diverse students across all JHU student bodies. In particular, this would include:

- Reaching out to student group leaders across the nine campuses by the start of the academic year (August)
- Collaborating with student affairs staff across the nine campuses to engage students (September)
- Engage students in both in-person and electronic dialogue by the start of October
- Host a concrete meeting with student group leaders by late October

We also recommend that next year's subcommittee explore the possibility that President Daniels, Vice Provost Fisher, and Dean Davis host a town hall with students from all campuses with the aim of learning about student experience as it pertains to diversity and inclusion.

Collaborating Across Divisions and Institutions

Subcommittee Chair: Barbara Detrick, Ph.D., Faculty, School of Medicine

Objectives:

- Create an organization chart identifying key stakeholders and councils for diversity and inclusion across Hopkins.
- Host a brainstorming session with the DLC and divisional diversity councils to propose new mechanisms to facilitate interdivisional collaboration.
- Identify opportunities to link the DLC with organizations outside the Johns Hopkins focused on diversity and inclusion.

Approach/Activities:

Our subcommittee continues to engage with the varied individuals critical to the three objectives. Towards our first objective, a working model for the organization chart was provided by Heidi Conway. Following a series of conference calls and emails, the current DLC organization chart was created by Kathy Forbush and Barbara Detrick with essential feedback from Ashley Llorens, Fenimore Fisher and Erin Gleeson.

Towards our second objective, Fenimore Fisher and Erin Gleeson met with JHU divisional diversity council members and organized the Knowledge Share Group under the Office of Diversity and Inclusion to facilitate inter-divisional collaborations.

As a first step towards our third objective, Barbara Detrick initiated discussions with the Dr. Janine Clayton at the National Institute of Health.

Key Findings:

We partnered with HR in the creation of a comprehensive organization chart encompassing the various components of Diversity and Inclusion and identifies these groups across the various JH entities. The three tables found in [Appendix F](#) identify the JHU organization structure with Diversity and Inclusion Organizations. The various Affinity Groups for each JHU entity will be identified as future work.

As of the start of the current academic year, the DLC was the primary mechanism for interdivisional collaboration around diversity and inclusion. During the course of this year (and after this subcommittee set our second objective), the Knowledge Share Group was created by Fenimore Fisher, our new Chief Diversity Officer. This consists of diversity practioners from across Hopkins and will foster interdivisional communication and collaboration around the following activities: diversity and inclusion institutional messaging and commitment statements, diversity and inclusion metrics, divisional strategies and diversity action plans and training.

Next Steps:

Next year, we will continue efforts to update and complete the organization chart and will seek to publish it via the [Diversity at JHU website](#). Further, we will continue exploring ways to partner with external organizations, such as NIH, on diversity-related initiatives.

Communicate with the DLC

DLC Website	http://web.jhu.edu/dlc/
Facebook	https://www.facebook.com/hopkinsdlc1
Twitter	https://mobile.twitter.com/hopkinsdlc
LinkedIn	https://www.linkedin.com/pub/johns-hopkins-diversity-leadership-council/57/70b/a43
Google+	https://plus.google.com/103979265453600353096/posts
Office of Diversity and Inclusion	(410) 516-8116
DLC Operations Manager, Erin Gleeson	egleeso2@jhu.edu
DLC Co-Chair, Ashley J. Llorens	ashley.llorens@jhupl.edu
DLC Co-Chair, Fenimore Fisher	ffisher6@jhu.edu

DLC Media Coverage

Diversity Innovation Grants

[Creative ideas wanted as Idea Lab prepares to accept new submissions](#)

[Nine projects receive Idea Lab funding](#)

Diversity Awards

[Cell biologist Douglas Robinson wins \\$50,000 faculty diversity prize](#)

Miscellaneous

[Fenimore Fisher named chief diversity officer at Johns Hopkins University](#)

[New Chief Diversity Officer shares his views](#)

[Report highlights progress in first year since release of Roadmap on Diversity and Inclusion](#)

The 2017-2018 Diversity Leadership Council

Name	Subcommittees	School/Division
Judah Adashi	Engaging Surrounding Communities, Diversity Awards	Peabody Institute
La Toya B. Smith	Enhancing and Measuring Climate / Culture	Peabody Institute
Kara Beverly	Enhancing and Measuring Climate / Culture, Diversity Conference	University Administration
Anthony Boutros	Engaging Surrounding Communities, Diversity Conference	Krieger School of Arts and Sciences
Amanda Brown*	Faculty Diversity*, DIG	School of Medicine
James Calvin*	Faculty Diversity*	Carey Business School
Alice Cocoros	Faculty Diversity	Krieger School of Arts and Sciences
Barbara Detrick*	Collaborating Across Divisions and Institutions*	School of Medicine
Michael Falk	Faculty Diversity	Whiting School of Engineering
Angela Gilmour*	Enhancing and Measuring Climate / Culture*, Diversity Awards	Applied Physics Lab
Mike Glenwick	Engaging Surrounding Communities, Diversity Conference	Bloomberg School of Public Health
Dan Hale	DIG	Johns Hopkins Health System
Mathison Hall	Collaborating Across Divisions and Institutions, DIG	Applied Physics Lab
Erwin Hesse	Enhancing Student Experience, Diversity Conference	Carey Business School
Andre Hickman		Homewood Student Affairs
Lynne Jones	Diversity Awards	School of Medicine
Christine Kavanagh	Staff Access & Inclusion, Diversity Conference	Whiting School of Engineering
Leslie Leathers	Engaging Surrounding Communities	Homewood Student Affairs
Mindi Levin*	Engaging Surrounding Communities*	Bloomberg School of Public Health
Ashley Llorens**	Collaborating Across Divisions and Institutions	Applied Physics Lab
Pedro Lozada Penalva	DIG	Center for Talented Youth
Bria Macklin*	Enhancing Student Experience*, Diversity Awards	Whiting School of Engineering
Stacey Marks*	Staff Access & Inclusion*, Diversity Conference	School of Medicine
Pam McCann*	Staff Access & Inclusion*, Diversity Awards	School of Medicine
Ilene McCoy	Faculty Diversity, DIG	Krieger School of Arts and Sciences
Mona Mohamed	Faculty Diversity, DIG	School of Medicine
Thamanna Nishath		Bloomberg School of Public Health

Rhodora Osborn		Johns Hopkins Health System
Laiza Otero	Staff Access & Inclusion, DIG	University Administration
Balazs P. Vagvolgyi	Enhancing Student Experience, DIG	Whiting School of Engineering
Michael Polydefkis	Diversity Awards	School of Medicine
Maria Rivera		School of Medicine
Clifton Shambry	Staff Access & Inclusion	Homewood Student Affairs
Paula Teague		Johns Hopkins Health System
AJ Tsang	Enhancing Student Experience, Diversity Conference	Krieger School of Arts and Sciences
Sean Watkins	Engaging Surrounding Communities, Diversity Awards	Center for Talented Youth
	<u>Ex-Officio Members</u>	
Joseph Colon	Director, Office of Multicultural Affairs	Homewood Student Affairs
Heidi Conway	VP of Human Resources (JHU)	University Administration
Moses Davis	Associate Dean, Diversity and Inclusion	Homewood Student Affairs
Fenimore Fisher**	Vice Provost and Chief Diversity Officer	University Administration
Joy Gaslevic	Assistant Vice Provost and Title IX Coordinator	University Administration
Erin Gleeson	Sr. Events Specialist	University Administration
Kim Hewitt	Vice Provost of Institutional Equity	University Administration
Aaron Hodukavich	ADA Compliance Officer	University Administration
James Page	Interim CDO for JHU, CDO for JHM	Johns Hopkins Health System
Darlene Saporu	Asst. Dean of Diversity and Inclusion	Krieger School of Arts and Sciences/Whiting School of Engineering
Kathy Schnurr	Chaplain, JHU	Homewood Student Affairs
Inez Stewart	SVP, Human Resources (JHHS)	Johns Hopkins Health System
Demere Woolway	Director of LGBTQ Life	Homewood Student Affairs
** Council Co-Chair	* Subcommittee Chair/Co-Chair	

Appendix A: DLC Letter to President Daniels Around a Private Police Force for JHU



March 22, 2018

Dear President Daniels,

On Monday March 19th, the Diversity Leadership Council devoted the majority of our two-hour monthly meeting to a discussion around the recent steps taken towards the establishment of a private university police department. We are grateful to Jeanne Hitchcock of Local Government, Community and Corporate Affairs and Christina Presberry of Campus Safety and Security for joining us on short notice to help facilitate this important conversation.

Our discussion was wide-ranging and raised some differing points of view, reflecting the complex nature of this issue. That said, I'd like to relate a key theme coupled with an associated recommendation arising from the meeting.

Reflecting on recent developments: communities and stakeholders both internal and external to Hopkins were caught by surprise by the introduction of a bill to the Maryland General Assembly.

In our view, the broad engagement of the Hopkins community around the creation and execution of the Roadmap on Diversity and Inclusion has forged a stronger partnership between JH senior leadership and those communities. An emergent theme during our discussion was that the lack of similar engagement around the introduction of this bill represents a divergence from that approach. As leaders in our respective organizations, our members have felt unprepared to represent or relate these recent developments to our students, faculty, staff and community partners in the midst of strong and sometimes emotionally-charged reactions. Perhaps adding complexity to this situation is the fact that campus security has not been an explicit part of our Hopkins-wide conversation around diversity and inclusion.

Looking forward: we urge the Administration to continue moving quickly in engaging our communities in shaping next steps on this matter, and recommend adding an explicit connection between campus security and climate as part of future updates to the Roadmap

on Diversity and Inclusion.

The Roadmap on Diversity and Inclusion provides a potential mechanism for senior leadership to engage our communities on the issue of campus security as a key element of campus climate. We recommend leveraging this communication channel to specify objectives around equity and climate as they relate to campus security, acknowledging the breadth of needs across our various locations. Further, we recommend routinely collecting and sharing quantitative and qualitative data to help ensure transparency in assessing new and existing security measures against these objectives. Finally, we think an analysis of the following data will help inform our continuing Hopkins-wide discussion as we move forward:

- Data from peer institutions and Baltimore public institutions showing the impact of a dedicated police force on crime and campus climate
- Examples of how peer universities have established effective community outreach and advisory initiatives involving direct input from students, faculty, staff and the community
- Copies of current memoranda of understanding between public universities and Baltimore City
- Perspectives from scholars here at Hopkins on the anticipated impact of establishing a campus police force on crime and campus climate

Thank you for your consideration. As your advisory council on diversity and inclusion, we are ready and willing to partner with you and your team on soliciting feedback from our communities to help shape next steps on this important issue.

Sincerely,

Ashley J. Llorens
Chair, Diversity Leadership Council

Appendix B: Diversity Conference Workshops

WORKSHOP SESSION A

A1: Telling Stories: LGBTQA Students at Hopkins

Presenter: Demere Woolway

A2: Debunking Myths

Presenter: Kimberly Hewitt, Joy Gaslevic, Linda Boyd, Kara Beverly, Rachel Coll, & Oana Brooks

A3: Working and Living with Invisible Chronic Health Issues

Presenter: Karen Clark Salinas

A4: The Change Agency of Hopkins, Incorporating Diversity and Anti-Racism Education in Community Engaged Work in Baltimore City

Presenter: Abby Neyenhouse and Calvin Haney

A5: Providing Patient-Centered Care for Latino Immigrants in a Challenging Political Environment

Presenters: Owen Smith and Alejandra Flores-Miller

A6: Transgender Awareness

Presenters: Dariel Peay and Sabrina Scarborough

A7: Diversity in Communication

Presenter: La Toya Smith

A8: Overcoming Obstacles Facing Women in STEM

Presenters: Sylvie DeLaHunt and Rachel Cohen

A9: FIRST: Encouraging First Generation College Student Success

Presenter: Dr. Omar Simpson

A10: We're All in This Together: Diversity, Values and Justice Across Work Environments

Presenters: Jessica Harrington and Keilah Jacques

WORKSHOP SESSION B

B1: The Power of Personal Storytelling

Presenters: Joseph Colon, Carla Hopkins, and John Rawlins, III.

B2: Anti-Muslim Discrimination Bystander Intervention Training

Presenters: Yousra Yusuf, Keilah Jacques, and Sameer Siddiqi

B4: Approaching Institutionalized Racism

Presenter: Shernita Palmer-Lipscomb R.N.

B5: Creating Inclusive Health Care Environments for the LGBTQ Community

Presenters: Suzanne Dutton, Matthew Brown, Clare Madrigal, and Teresa Walsh

B6: Neurodiversity 101

Presenter: Meredith Nicholson

B7: Reframing and Diversifying the Sustainability Movement

Presenters: Olivia Zug, Shane Bryan, and Glenn Ross

B8: “Ouch!” Moments

Presenters: Rhodora Osborn and AJ Nanayakkara

B9: Remember back in my day? A conversation about the multi-generational university setting

Presenter: Calvin Smith

B10: Choose Your Group

Presenters: Erika McMullen

Appendix C: Diversity Recognition Award Winners

Ifunanya Agbim, M.D.

Pediatric Senior Resident

Johns Hopkins Hospital

Ifunanya (Ify) Agbimm has shown a consistent commitment to promoting diversity in the health and science fields. Ify joined the Diversity Council in the Department of Pediatrics in her first year of residency and currently serves as its President. Throughout her three years of residency, Ify has been instrumental in helping with the recruitment of underrepresented minority (URM) medical students to the Hopkins pediatric residency program. This includes organizing a buddy program in which URM residents welcomed visiting URM students on their interview day and provided information and support before, during and after the interview day. Ify is also an active participant in the MERIT Health Leadership Academy program for Baltimore high school students, including lecturing at a Saturday morning session.

Adler Archer

Graduate Student / Consultant

School of Medicine / Carey Business School

Adler Archer used his past experience as a student leader to establish the Carey Council for Inclusive Excellence, which focuses on improving recruitment and retention, education and training, and equality and inclusion. Adler also acts as co-chair of the JHU School of Medicine Graduate Student Association Diversity and Inclusion Committee. Adler's efforts to promote equality and inclusiveness extend outside of JHU. Through April 2018, Adler was the Vice President on the founding board to establish the LGBT Chamber of Commerce for the State of Maryland. Adler continues to work on influencing the next generation by acting as a staff advisor for the Carey Out for Business student organization and a mentor for the inaugural year of the Carey Business School Leading a Diverse Society mentorship program.

Ebuka Arinze

PhD. Candidate

Whiting School of Engineering

Ebuka Arinze established a graduate student association within the Electrical and Computer Engineering department, with goals that supported the inclusion and retention of underrepresented minority students. Early in his graduate career Ebuka served as a Graduate Diversity Fellow, working with the Office of Graduate Affairs on matters of policy, graduate student life, and issues of diversity. In this role, he also served on panels, gave tours, and provided advice to incoming graduate students of color. Currently, Ebuka serves on the Homewood Council for Inclusive Excellence where he works with staff, faculty, and students on issues centered on campus climate, culture, and experience.

Sylvie DeLaHunt**Guidance, Navigation, and Control Engineer***Applied Physics Laboratory*

Sylvie DeLaHunt currently serves as the Diversity and Inclusion Chair Elect for the Society of Women Engineers (SWE@APL). Through SWE@APL, Sylvie led a volunteer planning committee to host APL's lab-wide Women's History Month activities for March 2018. Additionally, Sylvie worked with the SWE@APL Outreach Chairs to host the 3rd Annual SWE@APL College Visit Day in November 2017, which brought over 30 students from 7 local colleges and universities to APL for networking, facility tours, and technical talks. Sylvie oversaw approximately 70 APL volunteers and helped double the number of attendees from previous years by leading efforts to expand advertising to all local women in STEM student groups, in addition to collegiate SWE chapters, and reworking the event organization.

Paul Giles, D.O.**Office Medical Director***Hopkins Community Physicians at Bowie*

While Dr. Giles provides quality care to over 4,000 patients ranging in age from infants to the elderly, it is his work with the deaf community that sets him apart. Dr. Giles is fluent in American Sign Language (ASL), resulting in many deaf patients in the region seeking him out, as well as the faculty and staff from Gallaudet University, a school for the deaf and hard of hearing. Dr. Giles uses his knowledge of ASL to teach members of staff at the Bowie practice what they need to know to when working with this diverse community. Demonstrating his commitment to caring for the whole person, Dr. Giles has created and maintains a clinic cookbook with his personal recipes and a "Homework for Health" guide that he shares with his patients.

Erica Nicole Johnson, M.D.**Program Director, Internal Medicine Resident Program and Assistant Professor of Medicine***Johns Hopkins Bayview Medical Center*

Under Dr. Erica Johnson's leadership, the incoming intern class of the Johns Hopkins' Internal Medicine Residency Program is comprised of more than 40% underrepresented minority students. She also developed and received grant funding for her novel TEACH Curriculum (Training for Engagement and Advocacy for Community Health), which educates resident physicians at Johns Hopkins Bayview about the importance of addressing social determinants of health. Locally, Dr. Johnson developed and implemented Project VOICE, an initiative in which Girl Scouts from Turner Station, the community in which Henrietta Lacks lived, are taught to interview and photograph senior citizens as they share stories about their health experiences alongside volunteers from the residency program.

Tina Kumra, M.D.**Office Medical Director, Pediatrics***Johns Hopkins Community Physicians at Remington*

Dr. Tina Kumra, along with Pastor Alice Bassett-Jellema and a group of preventive medicine resident physicians, have implemented a program entitled "Thursday Cooking with the Docs." Every Thursday evening, they prepare a community dinner at the Church of the Guardian Angel

to share with the local Remington community. She has also built a partnership with a local school in Remington, Margaret Brent Elementary/Middle School, so that children can join the fun on Thursdays after school through a cooking club and learn these kitchen skills and healthy habits at an early age. She also uses this program to teach resident physicians and medical students how to engage with, empower, and impact local communities in similarly positive ways.

Dora Malech

Assistant Professor, Writing Seminars

Krieger School of Arts and Sciences

Dora Malech has created successful and ongoing partnerships with Baltimore schools between the Writing Seminars program and Writers in Baltimore schools by diversifying the curriculum and syllabus offerings to include writers of color and addressing issues of equity and inclusion. For her students, Dora focused on high-impact activities such as service learning. These courses focus on the intersection of poetry and social concern and serve as a model for other departments to address diversity and inclusion in academia. Dora also partners with the Center for Africana Studies and LGBTQ Life to bring new and diverse writers and editors to campus. Her work has resulted in the successful hiring of underrepresented minority candidates and serves as a model for best practices as related to student success, retention and scholarship.

Rachel Moseley, R.N., W.O.C.N.

Wound Care Specialist, Interprofessional Practice and Patient Safety

Johns Hopkins Bayview Medical Center

As the President of the LGBT and Allies Employee Resource Group, Rachel Moseley introduced structure and direction to the ERG, including the development of mission and vision statements, presentation of a topic pertaining to the LGBTQ community at each meeting, and the development of a schedule of activities. Rachel has taken the lead in organizing an LGBT+ ERG sponsored annual Pride Lecture, and other educational and support programs. She also has continued to be active in the greater community, representing JHBMC at the annual Pride Parade and working on the Baltimore City Health Department's Needle Exchange Van in an effort to provide wound care to underserved populations.

Madelynn Wellons

Student

Krieger School of Arts and Sciences

Madelynn Wellons has been a leader in advocating for the rights, dignity, and empowerment of students with disabilities on the Homewood Campus. As co-founder of the Advocates for Disability Awareness Club, she has spearheaded efforts calling for change including starting an online petition, meeting with university administrators, and organizing a protest to ensure that the demands of students with disabilities were heard. Recognizing that diversity is intersectional, Madelynn worked alongside Gender and Sexual Minorities (GSM), women, people of color, and other marginalized groups. This includes a collaborative event between the Advocates for Disability Awareness club and Diverse Sexuality and Gender Alliance (DSAGA) to discuss the intersection between queer and disabled identities.

GROUP AWARD

Out for Business Affinity Group

Carey Business School

Out for Business is the only LGBTQIA student organization at the JHU Carey Business School, and the group seeks to create a safer and more inclusive community through its programming. This includes events such as Karaoke Night, which was in collaboration with the Gertrude Stein Society at the medical campus to promote interschool networking for LGBTQ+ students. Out for Business has hosted an LGBTQ+ Professional Panel, which was the first of its kind at the Carey Business School to discuss LGBTQ+ issues at work. The group championed the Safe Zone Training, which is an educational training to spread knowledge and awareness on LGBT allyship.

Appendix D: Hiring Manager Interview Questions

What role is played by Human Resources (HR) in vetting/hiring process?
1. Has your department (division) taken initiative to recruit staff?
2. Does your department (division) make the initial contact to vet potential candidates?
3. Does your department (division) conduct the first interview? Or does HR representative conduct the first interview?
Interviews
1. Are interviews conducted by panels or small groups?
2. Are interviews conducted one on one? If so, do you conduct 2 nd round interviews with a different interviewer?
3. Is there a rating system in place to quantify candidate selections?
4. If interview panels are used, are department panelist required to have any biased training?
5. Is there a policy in place in which staff candidates receive multiple reviewers (i.e. separate meetings on the same or different dates)?
6. After candidate interviews, oftentimes, there may be a smaller pool of finalists. Is it a practice to have final candidates receive an additional review from multiple reviewers?
Minority Recruitment
1. Do you have current goals to increase the number of Minorities or women?
2. Do you advertise to attract diverse candidates? If so, what are some strategies?
<ul style="list-style-type: none"> a. Women b. Hispanic c. African Americans d. Asians
3. Are there current goals to increase the number of minorities and women in Senior Staff positions?
4. What are your methods for recruiting bilingual staff if the position requires?
5. Are there recruitment strategies to identify staff with specific skills for example, IT, HR, certifications?
6. Do you offer pay incentives/compensation for bilingual staff, if required by the position?

Appendix E: DLC Inputs for 2017-2018 JHU COACHE Faculty Survey

Comments & Questions:

- Disaggregate faculty of color. In the 2012 version Asian is (Asian, Asian-American, or Pacific Islander).
 - a. Race: White, Black, American Indian or Alaska Native, Multi-race Ethnicity:
 - b. Asian (Asian, Asian-American)
 - c. Native Hawaiian/Pacific Islander
 - d. Hispanic/Latino
 - e. African-American/Black
- Revise questions related to gender (see 2009 DLC Climate survey).
- Include questions related to disability and sexual orientation? (see 2009 DLC Climate survey attached)
- How are selections for peer institutions decided? The 2012 choices seem curious. Perhaps there are limitations to how many can be selected due to cost.
- COACHE Results at a Glance are nice. Would be good to show these disaggregated by i) rank, ii) race/ethnicity (numbers from all 9 campuses since the numbers in each school are relatively low).
- The questions that fell into the category: “lack of diversity”, “absence of others like me” and “my lack of fit here” are purposefully so directed to UR faculty. However the population of UR faculty is small so the denominator should be the total UR faculty number and not the overall faculty population number.
- The question, “if you were to choose to leave your institution, what would be your primary reason” would be insightful disaggregated by race/ethnicity using the guidelines in #1 above.
- The questions related to “department collegiality and culture” need to be more specific in order to really gain the insight we need. For example:
 - a. Do members in your department seek you out for input on ideas for new initiatives related to scholarship, community engagement, mentoring of

- junior faculty, leadership assignments?
- b. Do you get invited to social gatherings outside of work?
 - c. Do you receive feedback on your research presentations from your
 - i. department director
 - ii. fellow faculty
 - If yes, is the feedback typically helpful?
 - Is the feedback delivered in a respectful manner?

Suggested additional questions:

- As a Johns Hopkins faculty member how has the Johns Hopkins Faculty Diversity Initiative (FDI) or other efforts impacted you?
- What are the key reasons and expectations for you accepting a faculty appointment at Johns Hopkins?
- Does your Johns Hopkins workplace environment encourage your research and career expectations and are they being supported and met? If yes, how? If no, why?
- What is the acceptance of your views and ideas as a male, female, LGBTQ, Transgender, underrepresented minority faculty member?

