

Roadmap on Diversity and Inclusion

Progress Report
March 2018



LETTER FROM PRESIDENT DANIELS AND PROVOST KUMAR

Dear Faculty, Students, and Staff:

Johns Hopkins' *Roadmap on Diversity and Inclusion* stands as an important testament to our firm belief that a rich diversity of people, background, experience, and thought is fundamental to our mission.



The following report provides an update on the first year of related activities, and underscores our commitment to transparency and accountability. These efforts reflect vital contributions from many across our community and demonstrate the ways in which the *Roadmap* has helped coalesce our work. Among the highlights:



- The Faculty Diversity Initiative continues to be a cornerstone of our work, and we saw an increase in the hiring of women and underrepresented minorities (URM)¹ universitywide in 2016–17. That year, 19 percent of our professorial-rank new faculty hires were underrepresented minorities, up from 10 percent a year earlier.
- Enhanced undergraduate admissions practices have helped us recruit ever more diverse classes of students. In 2010, 14.2 percent of our first-year undergraduate class identified as underrepresented minority, compared with 27.2 percent in the class entering in fall 2017. And we continue to build out academic and co-curricular programs and services to improve the experiences of first-generation, low-income, or underrepresented students on campus.
- We implemented new policies to offer qualified employees paid family leave and greater financial assistance for adoption-related expenses.
- We released reports detailing the racial and gender composition of our faculty and graduate students by division and department. These documents, which will serve as baselines against which we will be able to measure our progress in the years ahead, are rooted in a commitment to transparency and accountability that will help strengthen our institutional capacity for change.
- We hired our first full-time universitywide chief diversity officer, Fenimore Fisher, after a nationwide search.
- We made substantial progress in local economic inclusion efforts through HopkinsLocal and BLocal, surpassing our goals and strengthening the systems that make this work sustainable. In the first year of HopkinsLocal, for example, we hired 304 new employees from focus ZIP codes in Baltimore City into a set of targeted positions; spent \$4.9 million more with local businesses in targeted categories; and directed 17.3 percent of addressable construction spending to contractors that were minority-owned, women-owned, or disadvantaged business enterprises.

Though we are proud of our progress to date, we share a clear-eyed recognition that we have more work ahead. This was, after all, a year in which hate crimes and systemic workplace harassment dominated the national news, and reminded us that there is no cause for complacency. We hope that the *Roadmap*'s clear articulation of values and priorities will continue to bolster the best of our university's culture and support our effort to nurture leaders who understand how exposure to diverse people, ideas, and experiences supports our core commitment to excellence and humanity.

Over the past couple of months, we reported our progress to the board of trustees, and continued conversations with the leadership of our divisions, whose focus will drive the sustainability of our work and our ability to address gaps over time. We are grateful to all those who spurred and supported efforts over the past year, and we encourage you to read the report and engage in the campus conversations that steer our progress. Thank you for sending us feedback, ideas, and input through the diversity.jhu.edu website and by emailing diversityroadmap@jhu.edu. We look forward to sharing updates on our progress in the years ahead.

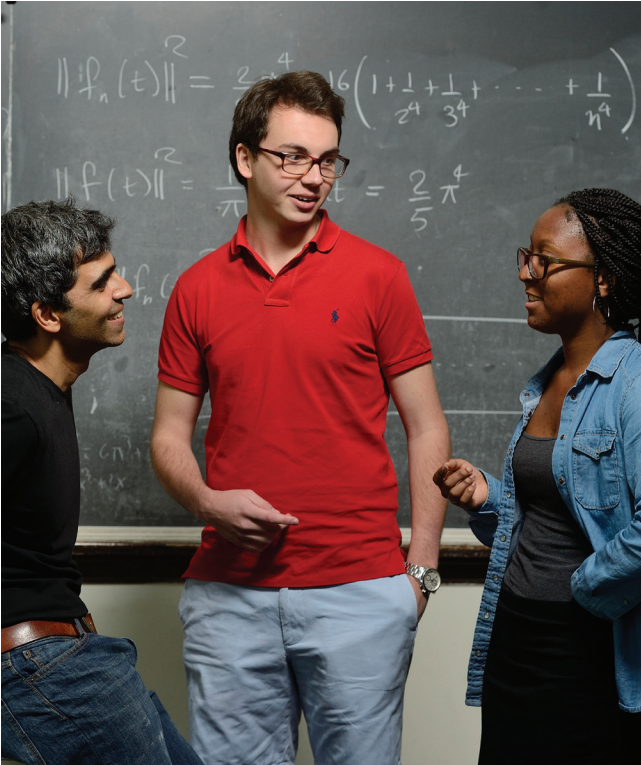
Ronald J. Daniels
President

Sunil Kumar
Provost and Senior Vice President for Academic Affairs

¹ Underrepresented minority (URM) refers to racial or ethnic groups that have traditionally been underrepresented within higher education—Hispanic, black/African American, American Indian, and Alaskan Native/Pacific Islander.

INTRODUCTION

Johns Hopkins University firmly believes that diversity of people and thought is essential to our mission of critical inquiry, debate, and discovery. The November 2016 publication of the *Roadmap on Diversity and Inclusion* was an important effort by the university to apply a deliberate, systemic, and sustainable approach to our efforts to promote diversity and inclusion on our own campuses.



The *Roadmap* built upon a broad array of efforts within the university community to foster success among JHU's constituents, bolster its connections with the Baltimore community, and set a clear, accountable path forward. The document's release followed a year of debate and discussion about issues of race, gender, diversity, and inclusion on Johns Hopkins' campuses—first through a protest and public forum and later through feedback to a draft document. The final document explicitly identified the priority of the work in this area and brought institutional cohesion to the various efforts.

This update provides snapshots of some of the most significant efforts undertaken since the board of trustees' endorsement of the *Roadmap* a year ago. These include the successful recruitment of diverse talent to the faculty and student body; reports providing detailed looks at the gender and race of faculty members and graduate students to the departmental level; progress updates on the successes and challenges in the first year of both the HopkinsLocal economic inclusion initiative and the citywide BLocal consortium; new supports for employees as they grow their families; and increased capacity through the hiring of the university's full-time chief diversity officer.

The resounding themes underlying several of the most significant efforts to date have been transparency and accountability. We have been openly charting progress and setbacks, seeking and responding to feedback, and building and reporting on related data and metrics. We expect these activities not only to serve as the foundation of our work in the long term but also to spur widespread action and sustained engagement across our campuses.

Progress on the *Roadmap* commitments has also reinforced challenges. Though we have widened the pipeline of newly recruited diverse faculty, it continues to be a “leaky” pipe; because of faculty departures, the net gain, though positive, is less marked than many would have hoped. The graduation rate and satisfaction of underrepresented minority (URM) students remain slightly below those of their majority peers—as is true for URM students at peer universities—emphasizing a need to continue focusing on the multidimensional supports undergirding student success. And though as an employer JHU has succeeded in building pathways to entry-level jobs, we must continue to ensure that those pathways allow diverse staff to advance in their careers. These are the challenges that will guide our work in the weeks, months, and years ahead.

**PROVOST'S PRIZE WINNER
TILAK RATNANATHER**

As a role model and mentor, Tilak Ratnanather has made it his mission to bring more students who are deaf and hard of hearing into STEM fields—giving voice to a new generation of young scientists.

Since arriving at Johns Hopkins in 1991, Ratnanather, an associate research professor in the Department of Biomedical Engineering in the Whiting School, has mentored dozens of students, many of them deaf or hard of hearing. His mentees have gone on to pursue careers as engineers, researchers, and physicians around the globe.

For his achievements, Ratnanather was one of 14 educators nationwide to receive a Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring in spring 2015. In addition, the university awarded him \$10,000 last year as a runner-up for the Provost's Prize for Faculty Excellence in Diversity, which is one program under its Faculty Diversity Initiative.

"Deaf people don't have to go to special universities. They can come to Hopkins and similar places and find success," Ratnanather says. "There are many imaginary obstacles placed by their own concerns about being deaf. If we remove those barriers, they can get over the hump."



FACULTY

Johns Hopkins' commitment to fostering a diversity of people and of thought

guides a number of efforts focused on attracting and retaining talented faculty representing a broad array of backgrounds, ideas, and experiences.

The Faculty Diversity Initiative (FDI), launched in 2015, remains a cornerstone of our efforts, and continues to steer activities around both recruitment and retention. Programs to recruit outstanding scholars outside of planned search cycles, engage visiting faculty members, and offer postdoctoral fellowships support our commitment to cultivate an environment that is inclusive of diverse scholars. Elements of these efforts are detailed on the next page.

Best practices for faculty searches were also a key component of FDI, and they are now well-established across all JHU divisions. While it is difficult to know whether changes in faculty hiring were a direct result of such practices, it is encouraging to see an uptick in the hiring of women and underrepresented minority (URM) faculty in 2016–17 compared to the previous year.

2015–16: Professorial new hires were 10 percent URM (7 percent Black/African-American—65 percent of URM hires)
Other full-time faculty new hires were 11 percent URM (6 percent Black/African-American—50 percent of URM hires)

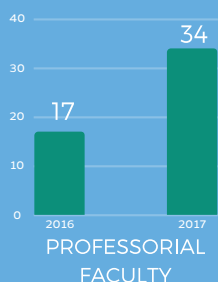
2016–17: Professorial new hires were 19 percent URM (11.5 percent Black/African-American—62 percent of URM hires)
Other full-time faculty new hires were 16 percent URM (11 percent Black/African-American—69 percent of URM hires)

Additional details are available in the [JHU Report on Faculty Composition](#), our first-ever report detailing the diversity of our faculty—by gender, race, and ethnicity—to the departmental level. This document is a way to hold the university and our divisions accountable for stated goals, and helps track progress over time. We will publish biennial updates of this report at this granular level and encourage peer universities to join us in adopting this practice.

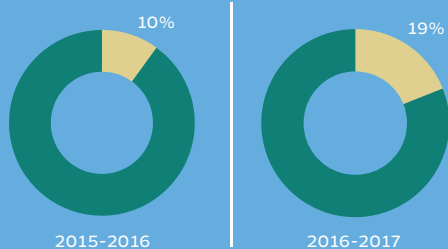
Faculty retention is a critical issue for the university. The rates of departures (including retirements) for URM faculty increased slightly between the 2016 and 2017 academic years. In that time, the percentage of non-URM professorial faculty who left JHU held steady at 6 percent but inched up for URM professorial faculty, from 9 percent to 10 percent. In the same period, the percentage of non-URM faculty in nonprofessorial-rank positions who left Hopkins dropped from 16 percent to 14 percent but increased for URM faculty in those positions from 19 percent to 22 percent. The external market for outstanding faculty is highly competitive and becoming even more so. With this in mind, we must provide an even more supportive and inclusive environment that allows our faculty to thrive.

UNDERREPRESENTED MINORITY FULL-TIME FACULTY HIRING TRENDS

FROM 2015-16 TO 2016-17

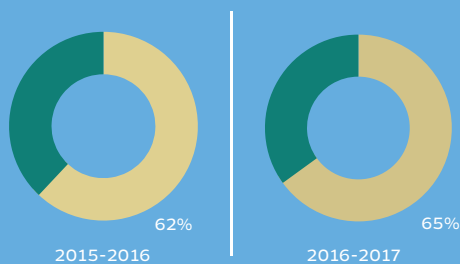


URMs ARE A LARGER PROPORTION
OF NEW HIRES



PROFESSORIAL NEW HIRES

BLACK OR AFRICAN-AMERICAN FACULTY
AS A PERCENTAGE OF URM NEW HIRES



PROFESSORIAL NEW HIRES

Other highlights include:

Target of Opportunity Program (TOP). TOP provided funding to help academic divisions successfully recruit 16 outstanding faculty members in tenure-track positions. Two years into the five-year program, nearly 50 percent of the initial hiring goal has been accomplished.

Visiting Professors/Scholars Program. Over two years this program has enabled 17 diverse faculty and scholars to join the JHU community for visits ranging from one day to one year. One participant was later recruited as an assistant professor at the School of Nursing.

Provost's Diversity Postdoctoral Fellowship. This program funded 16 fellows in its first two years. Of the eight postdocs who received funding in the first year, two secured faculty positions at Johns Hopkins, three secured positions at other academic institutions, and three continued at JHU in postdoctoral research positions funded through other sources.

All-Chairs Meeting. A first-ever meeting of department chairs from all schools convened in spring 2016 to develop and assess strategies for faculty hiring that can improve faculty diversity.

Provost's Prize for Faculty Excellence in Diversity. Two faculty members each received a \$50,000 award for work promoting diversity and inclusive understanding.

Faculty Mentoring Plans. All divisions developed plans in 2016, following a 2015 faculty mentoring survey that indicated formal programs needed more structure and guidance. A new annual Provost's Office mentoring prize of \$5,000 incentivizes these efforts.

Spousal/Partner Hiring Committee. This committee formed in 2017 to focus more directly on the challenges of partner employment for faculty.

Faculty Exit Surveys. Divisions are updating their action plans to include more regular faculty exit surveys that address variations across the university. An increase in outreach to departed faculty will inform our efforts to enhance retention. Additionally, the Provost's Office is exploring ways to centralize the function, especially to gain insight concerning the university's efforts to retain URM faculty.

Collaborative on Academic Careers in Higher Education (COACHE) survey of faculty satisfaction. This periodic survey will take place in spring 2018 and include questions on faculty experiences with diversity and inclusion. The results will be analyzed and shared at the divisional level and summarized for online posting.

LEAD PROGRAM

A collective of students, alumni, staff, and faculty at the Bloomberg School of Public Health known as LEAD—Liberate, Eradicate, Activate to Dismantle—seeks to connect social justice to public health.

By working to understand how health justice is inherently connected to larger liberation movements, LEAD works to create dialogue and intervene against unequal power distributions, as well as the structural and systemic inequalities that are present in minority communities.

In spring 2017, LEAD was one of 10 groups given a Diversity Recognition Award by the Johns Hopkins Diversity Leadership Council for its outstanding commitments to diversity. With this support, as well as funding from the Hopkins Idea Lab and SPARC, a student advocacy group focused on institutional accountability to the East Baltimore community, LEAD launched its Anti-Oppression Workshop series to look at how Johns Hopkins could root its public health practices in principles of justice and equity by looking back at the gaps and missed opportunities in the institution's history. Through the series of three workshops, LEAD facilitated space for the public health community at Hopkins to build language and tools for an anti-oppressive public health practice.

STUDENTS

As our students seek to flourish on our campuses and to navigate competently through an increasingly multicultural society, they need to engage with diverse people and ideas. Attracting and nurturing a diverse student body are necessary steps for the university to support that exposure.

Positive undergraduate admission trends noted in the *Roadmap* have continued with the class entering in fall 2017. In that class, 27.2 percent identified as underrepresented minority (URM), compared to 23 percent in 2016, and 14.2 percent in 2010. The percentage identifying as African-American increased to 10.9 percent from 8.6 percent in 2016 and 6.2 percent in 2010. For the first time ever, in 2017 more than 40 percent (40.9 percent) of the engineering class was female, versus 39 percent the previous year.

These trends reflect several actions by the Office of Undergraduate Admissions to reach diverse audiences, including implementing a virtual tour to provide a more dynamic experience for those who cannot visit campus; developing specialty information sessions for targeted academic areas, such as tours led by and for engineering students; and building more robust relationships with local community-based organizations that work with prospective students across the country. The office also created the position of associate director of access and diversity to provide leadership, coordination, and strategic direction for the recruitment of all underrepresented populations.

In 2017, Johns Hopkins became a founding member of the **American Talent Initiative**, a Bloomberg Philanthropies-backed effort to enroll 50,000 more low-income students into the country's top 290 colleges and universities by 2025. We face resource challenges as we seek to enroll significantly more low-income students over the long term. Nonetheless, with targeted efforts, we were able to increase the percentage of incoming first-year students on Pell (the federal grant for low-income students) from 13.1 percent last year to 15.4 percent in fall 2017.

As we expand recruitment efforts and the diversity of our student body, we are also expanding the academic and co-curricular support available to students. Data from the most recent student survey, administered in spring 2017, indicate that, as is the case with many of its peers, JHU's URM undergraduate students continue to be less satisfied and more stressed academically than the general undergraduate student population. This survey reinforces the importance of continuing investments in enhanced student-success services, especially those aimed at supporting URM, low-income, and/or first-generation college students.

HOP-IN PROGRAM

Navigating the ins and outs of university life can be stressful, and it's especially daunting to students who are the first in their family to attend college, who face financial struggles, or who graduated from high schools offering few advanced courses.

For those students, Hopkins offers the Hop-In Program. First, a free five-week summer immersion program brings students to the Homewood campus for early exposure to Johns Hopkins academic and social environments. Then Hop-In provides academic support, advocacy, financial literacy programs, and career development through graduation.

Launched in 2015 with 30 students, Hop-In is on track to meet its full program target of 160 students. Hop-In retains 95 percent of its students, and participation in research, internships, and study abroad programming is high—60 percent of juniors, 40 percent of second-year students, and nearly 30 percent of first-year students take part.

"Hop-In was the perfect transition to college," says Isaac Bernstein, a junior majoring in neuroscience in the Krieger School. "Not only was I able to take an entry-level neuroscience class, I was surrounded by mentors ranging from first-year students to graduates who provided me with the tools to succeed in class."



Programs introduced over the past few years include **Starfish**, a system that helps identify students who may benefit from proactive outreach by Homewood Student Affairs, and **Hop-In**, which introduces incoming first-year undergraduates who are first-generation, low-income, or from high schools with limited access to advanced coursework to the rigor and opportunities at JHU over the summer before their first year on campus. Over its first two years, Hop-In student cohorts had first-year retention rates of 93 percent and 100 percent.

In order to measure progress in diversifying the populations of PhD, other doctoral, and master's degree students, we released our first [JHU Report on Graduate Student Diversity](#) in spring 2017. The report, which uses data provided by students upon enrollment, reinforced our divisions' commitment to transparency in our efforts to recruit and promote the next generation of scholars, researchers, and professionals. The report will be updated every two years.

In fall 2016, university leadership launched the **Committee on the Biomedical Scientific Workforce** to consider reforms in resources for early-career and established investigators, nonfaculty career path development and promotion, transparency and training, and laboratory and facility infrastructure. President Daniels was named chair of the National Academies of Sciences, Engineering, and Medicine's Next Generation Researchers Initiative, a federally funded committee tasked with examining factors affecting early-stage independent researchers. As part of its work, that committee has been exploring factors specific to young minority researchers. In addition, President Daniels in 2017 was a founding member of the Coalition for Next Generation Life Science, a multiuniversity group committed to providing voluntarily a range of data on PhD students and trainees, including demographic data, such as gender, race, and citizenship, with associated time-to-degree and completion data.

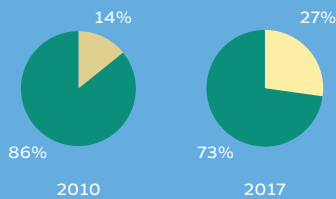
Other highlights include:

Johns Hopkins Underrepresented in Medical Professions (JUMP). This program supports URM, first-generation, and/or low-income first- and second-year students pursuing careers in medicine. The first-year to second-year retention rates have been between 98 percent and 100 percent since the inception of the program. These retention rates are higher than the rates for the overall class, which have been fairly stable at around 97 percent. For the inaugural 2011 cohort, the four-year graduation rate (88.5 percent) was comparable to the rate for the overall class (88.1 percent); and the six-year graduation rate (96.2 percent) exceeded the rate for the class (93.6 percent).

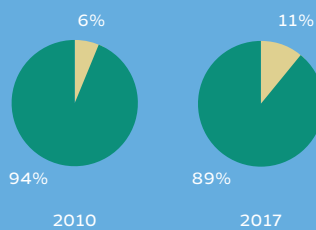
First Generation, Low Income Student Working Group (FGLI). This group convened in fall 2016 to focus on best practices to support the needs of high-achieving FGLI students nationally and at JHU. The steering committee is advancing recommendations around academic and career success, community building, financial assistance, and intentional outreach.

UNDERGRADUATE STUDENT RECRUITMENT

URM STUDENTS MAKE UP MORE OF
THE CLASS OF 2021



A LARGER PERCENTAGE OF THE
CLASS OF 2021 IDENTIFIES AS
BLACK OR AFRICAN-AMERICAN



FOR THE FIRST TIME
OVER 40% OF ENGINEERING STUDENTS IN
THE CLASS OF 2021 ARE WOMEN

40.9%

Homewood Centers for Diversity and Inclusion. This office was created in 2016 to bring under one umbrella the offices of Multicultural Affairs (OMA), LGBTQ Life, Women and Gender Resources, and Campus Ministries. A new associate dean for diversity and inclusion was recruited in summer 2017 following a nationwide search.

Undergraduate Workshop on Identity and Inclusion. Introduced in 2016, this new two-hour workshop, which was required for first-year undergraduates, achieved more than 99 percent participation. An updated workshop has been rolled out for 2017–18, with more interactive sessions and added context about the workshop's purpose.

Orientation Panel on Academic Freedom. This faculty panel, which was added to first-year undergraduate orientation in fall 2017, emphasized the fundamental importance of academic freedom in a university setting. Homewood Student Affairs planned to continue hosting discussions of academic freedom in the fall 2018 orientation.

The Preferred Name Project. This effort originated to support transgender students on campus in using their preferred name on campus records, and has expanded to faculty, staff, and people of all genders.

Task Force on Student Mental Health and Well-Being. The task force received input regarding undergraduate and graduate student mental health needs and challenges from more than 2,300 students through a survey and listening sessions. It posted draft recommendations for feedback from the community in spring 2017 and released its final report in February 2018.

Student Disability Services. Over the past six months, external consultants met with faculty, staff, and students across the institution, and planned to deliver a report with recommendations. On the Homewood campus, the Student Advisory Board, created in fall 2016, continues to help coordinate outreach and education activities. The board also provided input to an ongoing universitywide review of the delivery and structure of student disability services.

Doctoral Program Directors' Workshop. Nearly 70 doctoral program directors, vice deans for education, Doctor of Philosophy board members, and other university leaders convened in fall 2016 to develop strategies for recruiting and retaining diverse JHU graduate students.

**VICE PROVOST FOR INSTITUTIONAL
EQUITY KIMBERLY HEWITT**

Kimberly Hewitt joined the university in March 2017 as the vice provost for institutional equity, overseeing affirmative action and equal opportunity compliance efforts, investigating discrimination and harassment complaints, and providing a central resource for people with disabilities.

Hewitt says her goal is to increase her office's visibility on campus and to ensure the harassment and misconduct reporting process is transparent and accessible for all parties.

"There has clearly been a great deal of institutional thought at Hopkins behind how to respond to sexual misconduct issues, and how to continue to address issues of equity and diversity," Hewitt said. "There is a strong commitment to those principles at all levels of the institution."



Expanded Recruitment Partnerships. To recruit and support graduate students traditionally underrepresented in higher education, the university is collaborating with external partners such as the Edward A. Bouchet Graduate Honor Society (JHU has recently become a member), the National Name Exchange (JHU has applied to join), and the Leadership Alliance (JHU is a member).

Explore Hopkins (EHOP). Launched by the Krieger and Whiting schools in fall 2016, EHOP has brought more than three dozen undergraduate students from the mid-Atlantic area to preview JHU's graduate programs and attend related workshops. Of the 17 seniors in the visiting cohort of 2016, seven applied to our graduate programs (42 percent).

Second Commission on Undergraduate Education (CUE2). Convened in spring 2017 and charged with defining the mission of a JHU undergraduate education in the 21st century, this 28-member commission chaired by the deans of the Krieger and Whiting schools created seven working groups, several of which address aspects of diversity and inclusion.

Center for Africana Studies. The center has been strengthened by the Krieger School's recruitment of several new faculty members: three in 2015–16 and three more in 2016–17, with additional recruitment underway in 2017–18. The center also continues to broaden its academic and research perspective by including faculty from the Bloomberg School of Public Health, Carey Business School, and the School of Medicine. A formal internal/external review of the center is scheduled for 2017–18.

‘FREEDOM PAPERS’ EXHIBIT

In fall 2017, members of the university’s Black Faculty and Staff Association co-curated an exhibit called *Freedom Papers: Black Assertions From the Archives*, which was also sponsored by the Center for Africana Studies. It explored five stories of black people who redefined freedom for themselves and others.

A group of Johns Hopkins staffers, along with local book artist Martha Edgerton, organized the display at the Sheridan Libraries after digging through the Special Collections to find artifacts, from government documents to more personal postcards and photos.

“The story we wanted to tell was of empowered people who took action to pursue whatever freedom they needed to pursue,” says Sharon Morris, director of regional libraries at the Sheridan Libraries.

The *Freedom Papers* exhibit included a photo of black women who were segregated from white passengers aboard a ship bound for Europe to find the graves of loved ones lost in World War I, a replica of the handwritten certificate granting a Virginia slave rights as a free man, and a 3-D book cutout depicting the slave ship *Amistad*.



STAFF

Achieving excellence in Johns Hopkins’ research, teaching, and service missions relies upon the contributions of staff throughout the university. The *Roadmap* calls for embedding diversity and inclusion in efforts to select, train, support, and advance these essential employees at every level.

A significant achievement in supporting staff at all levels was the announcement in summer 2017 of new **paid family leave policies and increased support for adoptive parents.**

- Mothers and fathers who are full- or part-time employees and have worked at the university for at least one year will have four weeks of leave at full pay after their child is born or placed through adoption; employees who give birth will have an additional six weeks of paid birth recovery leave.
- Financial assistance offered to qualified employees to reimburse their adoption-related expenses increased from \$5,000 to \$15,000 per child.
- Eligible full-time graduate students and postdoctoral trainees receive an eight-week accommodation to care for a new child with no loss in tuition benefits, stipend support, or benefits from a training grant, fellowship, or scholarship.

In addition to these policy changes, the university has supported institutionwide economic inclusion efforts, implemented important changes to performance management systems, and offered new tools to explore career opportunities within JHU. These efforts will help ensure that after being hired at Johns Hopkins, staff members have opportunities to advance their skills and careers.

Other highlights include:

Entry-level staff hiring. Efforts included the HopkinsLocal economic inclusion initiative—through which the university and health system hired 304 workers from specific Baltimore City ZIP codes into designated jobs in FY16 and an additional 329 in FY17—and the expansion of partnerships with local colleges, universities, and workforce-development organizations.

Johns Hopkins Summer Jobs Program. This program hired 392 Baltimore high school students across the institution, up 20 percent from 326 in 2016.

myPerformance. This updated performance management tool supports structured feedback and opportunities for professional growth and is successfully in use at six schools (SON, SOE, SAIS, CBS, Peabody, and SPH) in addition to University Administration and Development and Alumni Relations (DAR). A rollout is underway at the School of Medicine.

FEMALE FINANCE PROFESSIONALS NETWORK

The founders of the Female Finance Professionals Network started out sharing their ideas casually as members of the Johns Hopkins Medicine Finance Mentoring Program. But as their time in the program ended, they knew they wanted to continue building relationships and discussing issues within their profession.

In January 2016 they started a new network geared specifically toward supporting women working in financial roles across the Johns Hopkins institutions, fostering alliances, and starting new conversations on gender and inclusion issues. It welcomes men as well as women to be part of an effort that will benefit both genders.

The network now has more than 200 members and hosts regular events for networking and exchanging knowledge. Last year, it hosted a panel discussion with local professionals working in senior leadership roles. It also started a quarterly newsletter and formed a support group for mothers that focuses on balancing the demands of careers and parenting.

Career site and applicant tracking system. An upgraded system makes it easier for JHU staff to learn of openings, and for HR recruiters to recognize internal applicants and candidates from neighborhoods included within HopkinsLocal.

Expanded diversity-related trainings. The Leadership Development Program includes new training on diversity and inclusion (27 percent of current LDP participants identify underrepresented minorities, compared with 9 percent in 2016–17 and 19 percent in 2015–16). The Supervisor and Manager Development Curriculum launched in fall 2017 also includes new content around diversity and inclusion.

Finance Diversity Mentor Program. The program, established with support from the Black Faculty and Staff Association, was expanded in 2017 to include finance staff across JHU divisions, rather than from UA only, as in previous years.

Work-Life and Employee Assistance Program (EAP) Benefits group. Started in 2017, this cross-functional team examines supports around mental health and work-life balance, aiming to enhance related programs across the institutions.

Development and Alumni Relations Diversity and Inclusion Roadmap. This effort was advanced through internal diversity and inclusion roundtables, focus group discussions, and the hiring of an executive director of talent management and human resources. DAR aims to release a draft of a diversity and inclusion plan in spring 2018 that will outline activities for the following 18 months.

**CHIEF DIVERSITY OFFICER
FENIMORE FISHER**

As Johns Hopkins University's first full-time universitywide chief diversity officer, Fenimore Fisher will lead diversity and inclusion efforts in partnership with all the divisions. He says his early priorities include evaluating best practices and challenges associated with the execution of divisional action plans and helping lead the effort to update the university's institutional statement on diversity and inclusion. In addition, he plans to work with Human Resources to explore ways to enhance and promote broader utilization of diversity-related trainings.

He said: "Johns Hopkins is one of the best universities in the world. I want our current students, faculty, and staff to view our commitment to diversity and inclusion as responsive, sustainable, and ingrained in our culture. I want future students, faculty, and staff to be drawn to Hopkins for both its excellence and its values, and I want the communities that we serve to view us as a partner and a valued neighbor."



CLIMATE, CULTURE, AND COMMUNITY

In addition to focusing on ways to build diversity in the university community, Johns Hopkins has committed to fostering an environment that values diversity and practices inclusion; facilitating activities that promote engagement among a diverse spectrum of people and views; and equipping faculty, students, and staff to engage thoughtfully and respectfully with each other.

In 2017, we completed a nationwide search for JHU's first vice provost for diversity and inclusion and chief diversity officer (CDO), recruiting Fenimore Fisher from the City of New York, where he led diversity and inclusion efforts across more than 80 agencies with over 300,000 employees. Fisher brings nearly 20 years of experience as a diversity and inclusion practitioner to the role across multiple sectors, having previously served in leadership positions for Walmart and the Rainbow/PUSH Coalition. He is also an adjunct faculty member at New York University's School of Professional Studies, where he served on the dean's adjunct faculty advisory board and was a member of the inaugural Faculty of Color Caucus.

In separating diversity and inclusion from compliance-related functions, we have purposefully elevated the importance of this area. The CDO will serve as a primary steward of the *Roadmap*; work closely with university leaders, diversity professionals, and champions in all university divisions; and act as an ex officio chair of the Diversity Leadership Council.

Other highlights include:

Overarching Statement of Principles. Led by the chief diversity officer in coordination with a new Policy Advisory Group, work will resume in 2018 to review current university statements related to diversity and inclusion and to develop an updated statement of principles.

Diversity Leadership Council. The DLC includes 50 members from across all nine divisions and advises the university president on issues of diversity and inclusion. It has provided Diversity Innovation Grants since 2012 to support innovative ideas that advance diversity and inclusion at Johns Hopkins. Recently, its priorities have included supporting Human Resources in the development of the new JHU Family Leave Policy; launching a Student Experience Subcommittee to include student perspectives from nearly every university division; and working with the Office of Institutional Research to determine ways to track climate and culture data among faculty, staff, and students.

Diversity-related trainings. More than 6,000 participants completed trainings between FY15 and FY17. Courses included Campus Conversations, unconscious bias training, and Safe Zone training facilitated by the Office of LGBTQ Life.

FORUMS ON RACE IN AMERICA

With wit, anecdotes, facts, and figures, Native American activist Winona LaDuke told an overflow crowd on the Homewood campus in fall 2017 that society needs to move away from empire building, unsustainable agricultural practices, and allowing the rights of corporations to supersede those of nature and indigenous people.

“The paradigm that got us into the problems we are facing today is not the paradigm that is going to get us out,” said LaDuke, an advocate for environmental rights and one of the many influential voices brought to Hopkins through the Forums on Race in America. The Provost’s Office created the series to inform the ongoing campus discussions on racial equality, divisions in our society, and the toll of institutionalized racism.

The series is in its third year of bringing guest speakers to campus. In addition to several panel discussions, guests have included journalist April Ryan, activist and political scholar Angela Davis, and acclaimed writer and Baltimore native Ta-Nehisi Coates.



Title IX and Harassment Prevention Training. An updated training was rolled out in a staged process to all current faculty and staff through a mandatory online module. All students are required to take an online module covering Title IX and topics related to the federal Violence Against Women Act.

Speakers, events, and statements. Focused programming helped the university respond as local, national, and global events surfaced societal challenges and divides. In addition to numerous events at the divisional level, activities included the Forums on Race in America series, now in its third year; five screenings of the HBO film *The Immortal Life of Henrietta Lacks* followed by question-and-answer sessions for approximately 2,000 attendees; and communitywide messaging to reinforce university values at challenging moments, such as the federal ban on travel from seven countries.

Johns Hopkins Medicine’s Dean’s Symposium on Improving Minority Health and Achieving Health Equity. This event was held at the Smithsonian National Museum of African American History and Culture in Washington, D.C., in spring 2017 to foster a conversation about JHM’s research and interventions to help develop new solutions to health disparities.

Indispensable Role of Blacks at Hopkins exhibit. This exhibit was updated and expanded by the Black Faculty and Staff Association with support from President Daniels and the Sheridan Dean of University Libraries and Museums. New portraits of prominent black faculty, staff, and alumni were created and displayed across the university.

Women of Hopkins exhibit. Unveiled on the Homewood campus in fall 2016, the exhibit featured large portraits of 23 trailblazing women with connections to the university. It was funded in part by a Diversity Innovation Grant through the annual Johns Hopkins Idea Lab challenge.

Hopkins Retrospective. This online Johns Hopkins history project has focused on understanding and recording the stories of affiliates previously underrepresented in the university archives, including a founder of the Gay and Lesbian Students Association, a longtime food services worker, and the first female member of Hopkins ROTC.

A Sample of Progress From the Divisions

The Homewood Council on Inclusive Excellence. The council was founded in fall 2016 to represent and advocate for the diverse excellence of the community of the Krieger and Whiting schools.

SAFE ZONE TRAINING

Johns Hopkins offers Safe Zone training sessions for anyone who wants to learn about the lesbian, gay, bisexual, transgender, and queer community and how to support its members.

Led by members of Hopkins' LGBTQ community, the sessions include informative discussions about the difference between gender identity and sexual orientation and how to become an ally. Participants are given a Safe Zone logo, which uses the colors of the pride flag to visibly demonstrate support for the LGBTQ community.

The idea to create a network of allies to help everyone feel welcome at Hopkins has taken off since its launch in 2013, says Demere Woolway, director of LGBTQ Life in the Office of Homewood Student Affairs. That first year, 110 Hopkins affiliates participated in eight sessions. In 2017, 427 people took part in 37 sessions. Perhaps in response to a mass shooting at the Pulse nightclub in Orlando, 2016 saw 629 participants in 47 sessions.

Sabrina Scarborough was among the first Hopkins affiliates to train as a Safe Zone facilitator. She said: "I feel like we help parents understand their LGBTQ children. I feel like we create a world of inclusion and understanding. I think we give allies tools to help them support the community and combat homo-, bi-, and transphobia. I think all people live in their privilege and it's hidden. It's up to the woke folks to help make that privilege visible."



Departmental diversity champions. The Krieger and Whiting schools introduced this program at the Homewood campus in spring 2017 to identify barriers to inclusion and implement collaborative solutions that enhance the climate for women and underrepresented minority faculty.

Center for Transgender Health. Johns Hopkins Medicine launched the center in 2017 to reduce health care disparities and support the overall, lifelong health of the transgender community through clinical care, medical education, and research.

Dean's Award for Distinction in Faculty Mentoring. This award recognizes a sustained commitment to excellence in fostering the scientific, academic, and/or career development success of fellow faculty members in the Johns Hopkins Bloomberg School of Public Health. The award, which includes a \$2,000 gift, will be presented annually at the school's appointments and promotions dinner held in May.

Carey Business School diversity weekend and dean's reception. These events hosted in fall 2017 helped mobilize diverse alumni. The dean also announced a Leading a Diverse Society initiative to identify prospective diverse students and increase support for scholarship, mentorship, and career development.

The Peabody Preparatory's Tuned-In program. Growing from six students when it was established in 2007 to over 70 this year, the Tuned-In program empowers Baltimore students in middle and high school through music, mentorship, and social inclusion while providing an important early pathway to study music on a professional track.

Congress on women's health issues. In fall 2016, the School of Nursing hosted the 21st International Council on Women's Health Issues Congress in Baltimore, gathering the world's leading researchers, clinicians, educators, and community advocates to address global women's health issues.

SAIS recruitment. Over the past two years, the School of Advanced International Studies has enhanced its recruitment strategies at HBCUs and Minority Serving Institutions, dedicating 20–25 percent of its overall financial aid budget to recruiting diverse students to the school. Fellowship awards range from \$22,000 to full tuition.

School of Education Community Conversations. In 2017, SOE faculty and staff organized a series of monthly Community Conversations that serve as a safe space to build community and also discuss topics related to diversity, equity, bias, and identity, especially in light of national events and in the context of our work environment.

VISION FOR BALTIMORE

More than 3,000 children in Baltimore City have the free eyeglasses they need to succeed in school, thanks to Vision for Baltimore, a collaboration between Johns Hopkins, eyeglasses-maker Warby Parker, and the city schools and health department.

Since its launch in May 2016, the program has provided in-school vision screenings and fittings at 81 Baltimore City public schools. By summer 2019, Vision for Baltimore aims to reach every pre-K through eighth grade student in the city's public schools, providing two free pairs of glasses to each child who needs them. The idea is based on a Hopkins study finding improvements in reading among second- and third-graders who received glasses, along with research showing that vision problems lead to poor academic performance and misdiagnoses of behavior disorders or special education needs.

Vision for Baltimore is also improving family engagement. In its first year, the program struggled to get parents' signatures on the required consent forms, with only about 20 percent of forms being returned. Today, that rate has risen to 60 percent, with five schools reaching a 100 percent rate this year, something researchers say speaks to the relationships the program has fostered in the community.



ENGAGING WITH BALTIMORE

Among Johns Hopkins' efforts to build partnerships and support opportunities in Baltimore is the HopkinsLocal economic inclusion program, which has demonstrated measurable progress since it was launched by the university and health system in 2015. Over the past year, **HopkinsLocal** upheld a commitment to transparency, releasing a first-year progress report in spring 2017.

The report stated that, together, the university and health system had hired 304 workers from Baltimore's distressed neighborhoods and campus-area communities. In addition, Johns Hopkins institutions committed \$55.5 million of construction project spending with minority- and women-owned or disadvantaged businesses, and increased by nearly \$5 million the amount of money spent on goods and services from Baltimore-based businesses. The report also pointed to efforts to build the infrastructure needed to track progress and ensure sustained focus on the city's economic growth. This work ranged from automating business tracking systems to working closely with local partners to create a pipeline of candidates for job openings.

BLocal, a coalition of Baltimore-area businesses focused on the city's success, also concluded its first year with a public report, released in fall 2017, that tracked partners' progress against stated commitments. The 25 founding partners committed to investing at least \$69 million in construction and purchasing activity supporting local and/or minority-owned, women-owned, and disadvantaged businesses over three years. At the end of the first year, they reported \$73.8 million in committed construction dollars, \$12.3 million spent with targeted vendors, and the employment of 470 city residents. Participating companies—now 27—took various approaches to measuring progress and are now positioned to use year-one baseline data to measure increasing investment in Baltimore.

Other highlights include:

East Baltimore Development Initiative. Johns Hopkins efforts under this initiative included launching the 23,000-square-foot FastForward 1812 innovation hub; celebrating the opening of Eager Park, a 5.5-acre green space; and supporting the development of mixed-income housing and the opening of a new Marriott Residence Inn at the Johns Hopkins medical campus. The hotel contracted with Humanim to recruit East Baltimore residents for jobs.

Homewood Community Partners Initiative. Progress included opening the Stavros Niarchos Foundation Parkway theater and creating the Central Baltimore Future Fund, which provides loans for high-impact development projects in challenged areas. Johns Hopkins also supported the creation of Front and Center, a community-led plan focused on equitable development that the Central Baltimore Partnership launched in 2018.

NATIONAL SOCIETY OF BLACK ENGINEERS

Johns Hopkins students embody the university's commitment to supporting Baltimore City. One such student group is the Homewood chapter of the National Society of Black Engineers, which received a Diversity Innovation Grant in support of its afterschool science program for seven college-bound students at Baltimore Leadership School for Young Women.

Hopkins undergrads spent two hours each Thursday afternoon of the 2016–17 academic year at the high school, using hands-on projects to teach the students about electrical, chemical, and mechanical engineering, computer science, 3D printing, and renewable energy. The high schoolers also visited the Homewood campus for tours of different engineering labs, lunch at the Fresh Food Café, and networking with minority Hopkins engineers. Upon completion of the program, each received a desktop computer, thanks to collaboration from undergraduates in the Johns Hopkins Refurbishment Club.



Bunting Neighborhood Leadership Program. The Urban Health Institute launched this program in 2017 to cultivate and train neighborhood-level and community-based leaders working to improve community health and well-being in East Baltimore.

Investing in Baltimore forum. Hosted by 21st Century Cities and President Daniels in spring 2017, this event explored the private sector's role in proactively expanding economic opportunity and closing the racial wealth gap in cities.

Highlights from partnerships with Baltimore City public schools:

Henderson-Hopkins School. The school attracted nearly 330 applications in the lottery for approximately 60 openings in 2017. A new leadership team sharpened the school's academic focus, and parent engagement increased with the establishment of a new PTA.

Margaret Brent Elementary/Middle School. The school signed a three-year agreement with the School of Education in fall 2017 to support an arts-focused curriculum and increase partnerships with arts-based nonprofit organizations.

Barclay Elementary/Middle School. The Whiting School of Engineering has continued to foster the 10-year partnership with this school, giving students a foundation in engineering and computer science. WSE provides curriculum support, offered a design challenge for students, and hosted 25 students on the Homewood campus for a day.

PTECH at Dunbar High School. The program, which uses the resources of Johns Hopkins' health-related schools, Johns Hopkins Hospital, and other institutions to prepare students for careers in health sciences, welcomed a second cohort of 50 students in fall 2017. In PTECH's successful first year, 60 percent of students made the academic honor roll, all were matched with a mentor, and all took credit-bearing classes at Baltimore City Community College.

Baltimore Emerging Scholars (BES). Through BES courses on space, architecture, and engineering, the Center for Talented Youth in the 2017–18 school year will reach approximately 120 students showing high academic potential in nine Baltimore City elementary schools.

CENTRO SOL

Johns Hopkins Centro SOL is improving the health of Baltimore's growing Latino community by helping undocumented immigrants and others with limited English-language proficiency find high-quality health care.

An example is its work with the Access Partnership of Johns Hopkins Medicine, which provides free care to uninsured patients in East Baltimore, and Catholic Charities' Esperanza Center Clinic. In the first 18 months of their shared efforts, patient volume more than tripled at the Esperanza Center, and the number of patients receiving specialty services through the TAP program almost doubled.

"The last year has been particularly difficult for the community we serve," said Kathleen Page, co-founder and co-director of Centro SOL and an associate professor in the Division of Infectious Diseases at the School of Medicine. "We have heard of parents afraid to sign up their U.S.-born children for benefits like SNAP because of fear that their information will be used to deport the parents and separate families. One of our highest priorities is to address the mental health issues, stress, and trauma that are being exacerbated by the current political environment."



NEXT STEPS

Johns Hopkins' work on the priorities outlined in the *Roadmap* continues. Indeed, our focus has deepened as we demonstrate measurable successes in some areas—including the recruitment of diverse faculty and students—and identify the roadblocks impeding our progress.

We anticipate that our progress in some areas will become more apparent over time. We will be monitoring four- and six-year graduation rates, for example, and hope to see the results of enhanced student support programs in several years. We will also be looking for results to become evident for significant faculty-retention initiatives, including mentoring efforts and the committee formed to consider the challenges of partner employment for faculty.

In the short term, we will examine the results of the COACHE survey of faculty satisfaction and the JHU Employee Engagement survey, which are being administered in early 2018. We anticipate that both will provide important insight into recruitment and retention strategies, particularly as we continue to address the "leaky" pipeline of faculty talent. A survey this year of students about the climate related to harassment will also inform new approaches to creating a more inclusive environment.

We are also working on new initiatives. In 2018, Human Resources will explore the establishment of a staff diversity initiative, which will include employees at all levels (including leadership). HR plans to review and develop a baseline of demographic categories and job groups, against which future progress can be measured. This baseline data will inform areas of focus and future recommendations.

Since the launch of the *Roadmap*, the university collectively has worked to advance the steps we outlined and to identify new ways to welcome and support an ever more diverse and inclusive community. Recognizing how imperative this work is to our mission, we are both proud of the broad array of efforts taking place across our campuses to advance our aims, and cognizant of the need to maintain a sustained, long-term focus in this area. We will continue to provide updates on the *Roadmap*, ensuring we remain transparent in our progress and challenges, and accountable to our university community.