

# Roadmap on Diversity and Inclusion

Progress Report  
April 2019



## CONTENTS

---

Introduction.....	3
Faculty .....	5
Students.....	9
Staff .....	13
Climate, Culture, and Community .....	16
Engaging with Baltimore.....	20
Next Steps.....	23

## INTRODUCTION

---

**The Roadmap on Diversity and Inclusion**, published in the fall of 2016, articulates Johns Hopkins University's emphatic belief that a community of diverse people, thought, and experiences is essential to our core mission and long-term success. The *Roadmap* provided specific commitments and aims for our institution. This second annual progress report highlights the

successes and challenges we faced over the past year, providing a transparent accounting that will help ensure we continue to adhere to our commitments.

Across five sections, this report details new or progressing initiatives designed to advance our efforts related to faculty, students, staff, university climate, and our broader community. Several key themes emerge from these efforts.

**We have continued to develop, refine, and expand initiatives aimed at fostering diversity across our campuses.** Most spectacularly, a \$1.8 billion gift from alumnus Michael Bloomberg allowed the university to commit permanently to need-blind admissions for undergraduates, deepen financial aid support, and accelerate and expand activities to reach, recruit, and support a socioeconomically diverse student body. On

other fronts, we are using feedback from surveys of our current faculty and those who chose to leave Johns Hopkins to understand the ways in which we can support and retain a diverse faculty. And we are building upon the success of our commitment to economic inclusion through HopkinsLocal to continue hiring more employees from Baltimore City and supporting local minority- and women-owned businesses.

**Over the past year, we have published key reports that underscore our emphasis on transparency.** These include the second faculty composition report, released in April 2019, which shares our progress in building a diverse faculty; the first annual report for the Office of Institutional Equity, released in October 2018, which details the university's response to reports of sexual misconduct and other forms of discrimination and harassment; and the results of the Anonymous Climate Survey on Sexual Misconduct, released in March 2019. By the end of this academic year, we also will release the university's first staff composition report detailing the racial, ethnic, and gender composition of our staff across a three-year trend line. These data will inform our overall diversity and inclusion strategy for the university's workforce.

**Surveys, reports, and ongoing discussions have sharpened our institutional understanding of the differences in the experiences of diverse members of our community.** These efforts have reinforced the importance of a sustained focus on building inclusive campuses. Trends emerging from the second faculty composition report and feedback from the recent faculty satisfaction survey and faculty exit interviews point to the ways in which female, Asian, and underrepresented minority faculty members feel less supported than their white and male peers.





Among the student body and staff population, the campus climate survey and Gallup Employee Engagement Survey point to similar sentiments. This year, we asked questions specific to diversity and inclusion on the Gallup survey, and we will be able to disaggregate responses by race, gender, and ethnicity, as well as determining an initial representation of our LGBTQ staff. These responses will guide our future efforts, ensuring we remain focused on the feedback we are receiving as we work to build and strengthen our community and campus climate so our faculty, students, and staff are empowered to achieve their potential.

**The recruitment of new diversity leaders has lifted our work and led to increased synergies across the institution.** These leaders include Student Affairs staff who focus on supporting diverse communities, Human Resources professionals with responsibilities for diverse recruitment, and divisional leaders, such as the new associate dean for diversity, equity, and inclusion in Nursing. In his initial year at Johns Hopkins, the university's first full-time chief diversity officer, Fenimore Fisher, has helped to gather diversity leaders from the 10 divisions into a knowledge share group, and is convening the heads of staff and faculty affinity groups from across the institution. These and other nascent collaborations have allowed us to understand and disseminate more thoughtful and comprehensive strategies related to recruitment, retention, and academic success.

**And we have much work ahead.** This report notes planned initiatives for the coming year and beyond, recognizing our work is far from complete. We are also focusing on additional issues and challenges of critical importance to members of our university community, including those voiced in protests on campus over the past year on issues such as campus safety, federal immigration policies, disability services, and handling of sexual misconduct cases..

## SCHOOL OF NURSING'S ASSOCIATE DEAN FOR DIVERSITY, EQUITY, AND INCLUSION

Through a decorated military and civilian career as a nurse, attorney, and researcher, Gloria Ramsey has learned to be sensitive to not only what doesn't work but what does. She believes if you find out why, perhaps less-successful efforts can be improved. That evidence-based approach has served her well as a longtime, fearless advocate of compassionate end-of-life care for persons with disabilities and African-American patients and families. She is now serving as the School of Nursing's first associate dean for diversity, equity, and inclusion.

Ramsey is an expert in military ethics as well as patient-centered care and worked on the American Bar Association's project Advancing Legal and Medical Collaboration in Advance Care Planning. She joined Johns Hopkins to make existing programs better even as she throws open new doors toward equity and inclusion in all its forms.

Hers is "a leadership role that aligns with my passion for diversity and inclusion within nursing, health care, and the world," Ramsey said. "There is already a great climate of openness and community at the school, and I'm excited to work with the students, faculty, staff, and the broader community to support additional opportunities and sustainability as we continue to lead 21st-century nursing."



## FACULTY

The academic excellence of Johns Hopkins and our ability to fulfill our mission of critical inquiry and discovery depend on our success in recruiting and supporting a community of diverse people, thought, and experiences. Given their foundational role in our academic mission, faculty stand as a cornerstone of this effort.

The Faculty Diversity Initiative (FDI), launched in 2015, has demonstrated important successes, not only in supporting the recruitment of diverse faculty but in launching and adjusting the underlying systems and practices needed to advance these aims. As reported last year, the university established best practices for faculty searches for use in all divisions. This year, we completed the rollout of the faculty information system Interfolio across the university to better track all parts of the faculty search process. Interfolio pairs with the recently adopted FacultyForce information system used for tracking faculty activities, promotions, and retention. Together, these pieces have helped systematize our commitment to diversity in recruitment and hiring. While it is difficult to attribute specific results to these changes, in 2017–18 we have seen a continued uptick in the hiring of women and underrepresented minority (URM) faculty. URM includes racial or ethnic groups that have traditionally been underrepresented within higher education—black or African-American, Hispanic, American Indian, or Hawaiian or other Pacific Islander, while the term minority is used in our reporting to denote URM categories plus individuals identifying as Asian.

Faculty departures remain a key concern for the university, though recent data indicate decreasing percentages of departures among URM faculty.

Additional details are available in the *JHU Report on Faculty Composition*, which was published in April 2019 based on data from a 2017 faculty census. This biennial report, which details the diversity of our faculty by gender, race, and ethnicity at divisional and departmental levels, is the university's second, allowing us to begin measuring progress and marking trends from an established baseline. Specifically, between 2015 and 2017 the university saw upticks in the percentages of female faculty (from 42 percent to 44 percent), minority faculty (from 30 percent to 32 percent) and URM faculty (from 8 percent to 9 percent). We also found that the overall faculty growth rate (5%) was surpassed by the growth rate in female professorial faculty (13%), minority professorial faculty (11%), and URM professorial faculty (18%).

This year's report also highlights, for the first time, female, minority, and URM faculty representation in academic leadership, and how our faculty composition compares with that of peer institutions.

The results of the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey help illuminate the experience and concerns of faculty across the institution. The survey, conducted in spring 2018, found that on average, white and male faculty were more satisfied

### Faculty Hiring and Retention Data

Full-Time Professorial Faculty							
2017-2018 (Academic Year 2018)							
Total Professorial Fall 17=	3186	Total New Hires = 249		Total Departures = 189		Departure Rate	
Number	% of Total	# New Hires	% of Total New Hires	# Departures	% of Total Departures	Departure as a % of Fall 17 Faculty	
Hispanic	116	3.6%	7	2.8%	8	4.2%	6.9%
African-American	159	5.0%	17	6.8%	5	2.6%	3.1%
American Indian	8	0.3%	3	1.2%	1	0.5%	12.5%
Haw. Pacific	3	0.1%	0	0.0%	0	0.0%	0.0%
Asian	670	21.0%	60	24.1%	39	20.6%	5.8%
URM	286	9.0%	27	10.8%	14	7.4%	4.9%
Minority	956	30.0%	87	34.9%	53	28.0%	5.5%
Non-URM	2900	91.0%	222	89.2%	175	92.6%	6.0%

Full-Time Professorial Faculty							
2015-2016 (Academic Year 2016)							
Total Professorial Fall 15=	3022	Total New Hires = 266		Total Departures = 189		Departure Rate	
Number	% of Total	# New Hires	% of Total New Hires	# Departures	% of Total Departures	Departure as a % of Fall 15 Faculty	
Hispanic	106	3.5%	9	3.4%	8	4.2%	7.5%
African-American	124	4.1%	18	6.8%	13	6.9%	10.5%
American Indian	11	0.4%	0	0.0%	2	1.1%	18.2%
Haw. Pacific	2	0.1%	1	0.4%	0	0.0%	0.0%
Asian	588	19.5%	66	24.8%	35	18.5%	6.0%
URM	243	8.0%	28	10.5%	23	12.2%	9.5%
Minority	831	27.5%	94	35.3%	58	30.7%	7.0%
Non-URM	2779	92.0%	238	89.5%	166	87.8%	6.0%

## SUPPORT FOR YOUNG SCIENTISTS

In May, Douglas Robinson, a professor in the Department of Cell Biology, received the \$50,000 Provost's Prize for Faculty Excellence in Diversity for assisting diverse scholars to succeed in scientific fields.

For 16 years, Robinson has involved high school, undergraduate, doctoral, and postdoctoral students from a variety of backgrounds in his research.

Ten years ago, he founded the Summer Academic Research Experience, or SARE, to expose high school students from Baltimore to scientific research while also providing tutoring and help building professional skills.

He has also worked with faculty and administrators to start several programs that help a diverse group of students pursue careers in science and medicine. He and his team created the Johns Hopkins Initiative for Careers in Science and Medicine (CSM), an umbrella initiative that includes four programs: SARE and Biophysics Research for Baltimore Teens, for high schoolers; a new branch of the School of Medicine's Summer Internship Program called CSM SIP, for undergraduates; and the Doctoral Diversity Program, for postbaccalaureate scholars. By this summer, the CSM initiative will have served 200 scholars across all its programs.

"Creating opportunities for exceptional students from a variety of backgrounds to be able to pursue their dreams of becoming physicians and scientists has been enormously fulfilling for me, as well as our whole team," Robinson says.



than their female, Asian, and URM colleagues on topics such as respect for differing viewpoints, opportunities for collaboration, and recognition for accomplishments. The largest differences in satisfaction were often seen in divisions with the greatest lack of diversity, and did not appear to correlate with faculty rank. Understanding these comments—through analysis of quantitative and qualitative survey responses—will help shape and prioritize our efforts in the future. Divisions continue to develop and review action plans in response to overall and localized survey data.

### Other highlights include:

**Target of Opportunity Program (TOP).** As of July 1, 2018, 19 faculty had been brought to Johns Hopkins through this FDI program, which supports the hiring of faculty members who enhance the diversity of a division or department and who are identified outside of planned searches. Seven were hired in the 2017–18 academic year.

**Visiting Professors/Scholars Program.** As of July 1, 2018, 23 faculty had been brought to Johns Hopkins through this program, which is designed to provide our community with greater exposure to diverse perspectives and introduce visitors to all Johns Hopkins has to offer. We hosted seven visits, which can last for periods ranging from one day to one year, in the 2017–18 academic year.

**Provost's Postdoctoral Fellowship Program.** This program has funded 23 fellows in its first three years, including nine in 2017–18. Of the 17 postdocs who received funding in the first two years, six secured faculty positions at Johns Hopkins, two secured faculty positions at other academic institutions, six continued at JHU in postdoctoral research positions, and three secured research positions at other institutions.

**Awards promoting diversity and mentorship.** For the third year, the Provost's Office recognized faculty members with the Prize for Faculty Excellence in Diversity, which comes with a \$50,000 award, and the Prize for Excellence in Faculty Mentoring, which comes with a \$5,000 honorarium. Details on the prizes and winners are available on the [Faculty Affairs webpage](#).

**Enhancing mentorship and development.** Following a September 2018 meeting of academic leaders from across the institution to discuss support and mentorship for junior faculty, the deans and the Office of the Vice Provost for Faculty Affairs have begun working with every department to develop specific mentoring plans for junior faculty. These plans, which add to earlier divisional plans targeting a broader swath of faculty, emphasize developing a group of mentors rather than a single individual to advise a junior faculty member, as this allows the junior faculty to tap into a variety of perspectives, resources, and professional networks. The "mentoring committee" approach has been shown to be particularly helpful for URM and women junior faculty. A sampling of plans will be posted on the Faculty Affairs website.

**Dual career services.** Building on the work of the Spousal/Partner Hiring Committee and responding to studies showing that women and minority faculty are likely to have partners who also have high career aspirations, we developed and filled a new position reporting to the Office of Faculty Affairs. This individual supports the partners of current faculty and those being recruited to the institution, in finding opportunities at Johns Hopkins or in the Greater Baltimore area.

**Personal relationships policy.** Discussions with faculty, staff, and students confirmed and underscored a sense that personal relationships where significant power dynamics exist—such as between a faculty member and a trainee or between a supervisor and a direct report—can affect the sense of fairness and inclusivity in academic and work environments. The university therefore drafted a policy to address such dating, romantic, and sexual relationships, and posted it for [public review](#) and input with the goal of finalizing the policy by the end of the academic year.

**Faculty exit surveys.** Last year’s Roadmap progress report described how some divisions updated their action plans to include more regular surveys of departing faculty. In 2018, the Provost’s Office brought in a third-party contractor to conduct additional exit interviews with a sampling of URM faculty members who left Johns Hopkins between 2016 and 2017 to better understand their reasons for leaving. Similar questions were posed to a sampling of URM junior faculty members in East Baltimore–based divisions. Next steps include surveying non-URM faculty members who departed Johns Hopkins in the same period, as well as junior URM faculty from our Homewood campus.



## STUDENTS

In fall 2018, Johns Hopkins alumnus Michael Bloomberg donated \$1.8 billion—the largest single contribution ever to an institution of higher education—to support undergraduate financial aid, allowing the university to commit permanently to need-blind admissions and deepen financial aid support for students, including eliminating student loans in financial aid packages. In recent years, our Office of Undergraduate Admissions had taken thoughtful, strategic actions to reach and recruit new audiences of students, significantly expanding the diversity of admitted classes. This landmark gift accelerates those activities dramatically, allowing Johns Hopkins to build a more socioeconomically diverse student body, while expanding the range of supports and opportunities available to students once they arrive. The university has committed to ensure at least 20 percent of our incoming undergraduate class is composed of lower-income students by 2023.

Our commitments in the *Roadmap* stretch far beyond admissions and the recruitment of diverse classes. But as our students seek to think critically and advance knowledge in an increasingly multicultural society, we recognize the inherent benefit of starting that academic inquiry amid a broadly diverse set of peers. Within the undergraduate class entering in fall 2018, 26.4 percent identified as underrepresented minorities (URM—including individuals identifying as black or African-American, Hispanic, American Indian, or Hawaiian or other Pacific Islander), down slightly from 27.2 percent the previous year. The specific racial/ethnic breakdown is provided below.

This class also included 15.4 percent students eligible for federal Pell grants (even with the previous year); 11.9 percent students who are the first in their families to attend college; and 43 percent female students within the engineering class (up from 40.9 percent the previous year). In the second year of a revamped program that provides up to a full cost-of-attendance scholarship to Baltimore City public schools graduates from families making less than \$150,000, we yielded 12 high-achieving students (double the previous year's total).

### Undergraduate Class of 2022 Data

	2018	%
Asian	390	29.6%
Black*	144	10.9%
White	375	28.5%
Hispanic*	181	13.8%
Native American*	12	0.9%
Pacific Islander*	11	0.8%
Unknown	64	4.9%
International	139	10.6%
*URM SUBTOTAL	348	26.4%
<b>TOTAL Class of 2022</b>	<b>1,316</b>	

## NEW HOMEWOOD DEAN OF STUDENT LIFE

Smita Ruzicka joined Johns Hopkins as dean of student life in August 2018, bringing an educational background in psychology and counseling, and experience in higher education management from positions at Tulane University and the University of Texas at Austin. Her research areas have focused on topics related to diversity and inclusion and leadership development. As a member of the Homewood Student Affairs team, her areas of focus include student leadership and involvement, diversity and inclusion, health and wellness, residential life, and crisis management and support services.

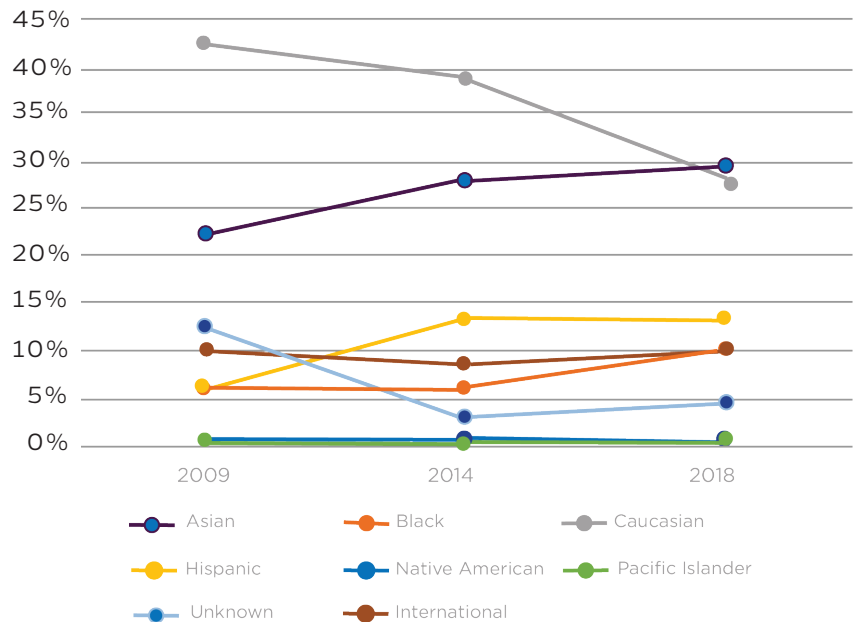
In an interview with *The News-Letter*, Ruzicka said she wants to bring a holistic approach to her position and use it to improve multiple aspects of student life. She also said she plans to champion diversity and inclusivity within student organizations.

"[I am] able to find and facilitate places where students from marginalized communities feel like they belong and that they matter," Ruzicka said. "At the same time, I want to find and facilitate spaces where students who are part of the dominant communities are also engaging in conversations around inclusion."

Part of her work also involves putting the recommendations outlined by the Task Force on Student Mental Health and Well-being into action. She said: "While we are making sure we have enough counselors and mental health resources, I also want to really focus on ... how are we educating and helping our students become more resilient? How are we helping our students tackle those everyday stressors?"



**Incoming Undergraduate Class Diversity, 2009 to 2018**



The diversity of the class is the result of concerted efforts by our Office of Undergraduate Admissions to educate students about Johns Hopkins and the college admissions process, and welcome them to our campus. This year we expanded such outreach in new ways. We started working with several large school districts that serve substantial numbers of low-income or underrepresented students, providing high school students, administrators, and teachers with guidance on college-application topics such as financial aid, recommendation writing, and essay writing. We brought more URM and first-generation students to campus for prospective- and admitted-student programs and, for the first time, gave every admitted first-generation student the opportunity to be flown to campus with a guardian. We are leveraging national data to identify more schools serving low-income, high-potential students, and bolstering relationships with community-based organizations that work with underrepresented populations.

In summer 2018, Johns Hopkins asserted the beliefs underlying our undergraduate admission efforts by joining 15 other leading universities to file friend-of-the-court papers emphasizing "the profound importance of a diverse student body" in our educational missions. The brief, which responds to issues raised within a lawsuit filed against Harvard University (alleging Ivy League schools coordinated efforts to cap the number of Asian-American students admitted), does not address specific practices at Harvard or elsewhere but expresses a belief that a diverse student body "significantly deepens the students' educational experience."

**Over the past year, the university significantly expanded supports for students who are the first in their families to go to college and who face financial struggles.** Hop-In, a five-week summer program for such students and those who come from schools with limited advanced courses, added workshops, guidance, and mentoring related to professional development. To better address issues that first-generation, limited-income (FLI) students experience on campus, we launched a steering committee to prioritize and systematically address challenges. We created two networks designed to connect FLI students with each other and with faculty, staff, or alumni from first-generation or low-income backgrounds and developed a robustly attended orientation event for first-generation students and their families. We also held an opportunities fair to expose FLI students to high-impact experiences such as studying abroad and internships, and started a pilot summer stipend program to provide competitive funding for unpaid or under-paid summer research or internship experiences.

**In 2018, the university undertook major new investments to provide many students with new options for dental and vision coverage, lower deductibles for health care, and improved mental health coverage.** These changes stemmed from recommendations from a working group of graduate students, faculty, and administrators. As a result, the nearly 7,000 students enrolled in the Student Health Benefits Plan received improved medical benefits. Additionally, more than 3,000 students are now receiving dental benefits, and more than 7,600 students are enrolled in the new vision plan.

**Other highlights include:**

**Mental Health and Well-being.** Following the 2018 report from the Task Force on Student Mental Health and Well-being, the university has focused on several related priorities. University Health Services and the JHU Counseling Center have both increased their psychotherapy staff to meet the growing clinical needs of our students. The Counseling Center has also added a new ADHD specialist, an online reservation system for workshops, drop-in hours that allow students to have an initial consultation with a counselor without an appointment, and a “Chat with a Counselor” program that brings a clinician to the Brody Learning Commons at set times for informal visits. Assessment and referral services coordinated by the Johns Hopkins Student Assistance Program were extended to students enrolled in the Krieger School’s Advanced Academic Programs.

**Student Climate Survey.** In 2018, the university asked all full-time students to participate in our second anonymous climate survey on sexual misconduct which sought to better understand prevalence, risk factors, and students’ awareness and perceptions of the problems, responses, and resources on campus. Results of this survey, published in March 2019, will inform efforts to improve our approach to addressing sexual misconduct. In spring 2019, the university is also asking all full-time students to participate in a campus climate survey from the Association of American Universities (AAU), the results of which will continue to inform our efforts to address sexual misconduct and allow us to compare our results to those of our AAU peers.

## CAREY BUSINESS SCHOOL'S WOMEN IN BUSINESS

Since 2014, the student-run Women in Business (WIB) organization at the Johns Hopkins Carey Business School has enrolled more than 300 members, including current students and active alumni working in a variety of roles and industries. WIB brings awareness to the fact that women are underrepresented in senior leadership, across sectors, and it is actively working to empower its members with the skills and resources to influence and address these unique challenges.

WIB also helps build bridges between students, alumni, and faculty through engaging events and career treks. The group frequently collaborates with Carey's administration and the school's broader Women and Leadership initiative. WIB events include professional development opportunities with Johnson & Johnson and other employers, and skill-building sessions, such as commanding an interview, strengthening your personal brand, and salary negotiation.

Carey staff member Wendy Rumrill is pictured below participating in the WIB-hosted Stoop Storytelling Series.

"In recognition that our members do not solely identify as women but rather many issues and identity groups are interrelated, we are particularly excited about our recent efforts to address intersectional topics," said co-leader Genevieve Kelly. "For example, we held a networking workshop specifically for our members who are international students to unpack both cultural and gender-related nuances in communication and business settings."



**Disability Services.** Expanded supports for students with disabilities include two newly hired staff: the inaugural executive director of Student Disability Services (SDS) and a new director of SDS. They are conducting trainings on our accommodation processes, hosting events related to disabilities, and overseeing a range of necessary accommodations, efforts that are building the connections with faculty, teaching assistants, and staff needed to support our students in and out of the classroom.

**National societies for diverse students.** In 2018, Johns Hopkins formally joined two national organizations dedicated to increasing graduate student diversity: The National Name Exchange, which helps undergraduate students from URM backgrounds learn of opportunities for graduate study, and the Edward Alexander Bouchet Honor Society, which recognizes outstanding scholarly achievement of PhD students and promotes diversity and excellence in doctoral education and the professoriate. More than 230 undergraduates signed up in first year JHU participated in the National Name Exchange, and in February, we selected five current PhD students and made one posthumous recognition as Johns Hopkins' first inductees to the Bouchet Society.

**Indigenous Students at Hopkins (ISH).** In its inaugural year, ISH planned a campuswide Pow-Wow Opening Ceremony to showcase the diverse populations and customs of indigenous groups, presented a counternarrative history event called Forgiving Thanksgiving, and collaborated with the Johns Hopkins Center for American Indian Health to host two keynote speakers.

**Expanded heritage celebrations.** The Office of Multicultural Affairs elevated cultural month celebrations through the launch of the Heritage365 initiative, which emphasizes our commitment to our black, Latinx, Asian, and indigenous communities through year-round inclusive, educational experiences.

**Events hosted by Women and Gender Resources (WGR).** Highlights included "Voices of Color: A Dialogue with Hopkins Women," a student-led initiative supported by WGR and a JHU trustee to convene alumnae, female students of color, faculty, and staff in conversations about education and professional trajectories, leadership, and related issues of race and gender.



## AFFIRMING SUPPORT FOR JOHNS HOPKINS' TRANSGENDER AND GENDER NONCONFORMING COMMUNITIES

In fall 2018, the university responded to reports of a proposal to limit the federal government's definition of gender under federal civil rights laws (e.g., Title IX) to be an "immutable condition determined by genitalia at birth."

In an email message from Chief Diversity Officer Fenimore Fisher; Demere Woolway, director of the Johns Hopkins University Office of LGBTQ Life; Inez Stewart, senior vice president, Human Resources for Johns Hopkins Medicine; and Paula M. Neira, clinical program director, Johns Hopkins Center for Transgender Health, the university told students, faculty, and staff that Johns Hopkins would continue to be dedicated to creating a climate of respect and inclusion.

"We want to assure our community that Johns Hopkins University and Medicine are following this issue closely and to remind you of our policies, programs, and resources in support of our LGBTQ community, especially our transgender, non-binary, genderqueer, and intersex faculty, students, and staff, and our visitors and patients," they wrote.

The message concluded with: "We will, as always, continue our work to be an inclusive community in which our LGBTQ members, patients, and visitors know they are a visible and valued part of the work, life, and mission of Johns Hopkins."



## STAFF

Johns Hopkins aims to attract and retain a diverse workforce of staff who represent our broader society and help advance our mission. When we published the *Roadmap* in 2016, we described our strategic efforts to draw diverse talent to the institution, to support the growth and development of all employees, to achieve significant diversity in managerial and leadership ranks, and to provide fair and equitable compensation and benefits to staff at all levels.

Over the past two years, we have amplified those efforts by: building a broader talent pipeline to recruit entry- and higher-level staff; improving performance management tools and processes to foster professional growth; offering a broader range of mentorship and development opportunities to high-performing staff with diverse professional interests; and investing in a wide range of benefits—including new paid parental leave and birth recovery benefits—that allow us to support employees at key moments in their lives. In 2018, also intensified our activities to gather and analyze the data necessary to inform and advance these ongoing efforts.

The university will publish our first **Report on Staff Composition** in spring 2019, providing a snapshot of the gender, race, and ethnicity of our staff at universitywide and divisional levels, and within job group categories. This report, which will include data from 2013, 2015, and 2017, was facilitated by new processes that allow Human Resources to capture and track data in more timely and consistent ways. Responding to long-standing requests from several constituencies—including the Diversity Leadership Council and Black Faculty and Staff Association—for a clearer picture of our workforce, the 2019 report echoes the reports on faculty and graduate student composition and will provide important information against which our progress can be measured over time.

Initial data show consistent levels of female staff across the university, a slight uptick in the percentage of minority staff between 2013 and 2017, pockets of progress among some key employee groups (including the percentage of minority staff at senior leadership and executive levels), and a clear sense that we must continue to enhance career development pathways that facilitate minority staff members' advancement into more senior roles.

As part of our effort to better understand the experiences of our diverse staff, the university also made **significant changes to the spring 2018 Gallup Employee Engagement Survey**. We added specific diversity-related questions; disaggregated survey data for the first time by gender, race/ethnicity, and broad job category at the university and divisional levels; and expanded options so staff could identify as LGBTQ. These changes allow us to more broadly understand the experiences of our staff. HR continues to analyze universitywide data, and has shared localized results with divisional leaders to facilitate the development of responsive divisional action plans.

## NEW EXECUTIVE DIRECTOR FOR TALENT MANAGEMENT

Last fall, Johns Hopkins welcomed Ian Matthew-Clayton as the new executive director for talent acquisition, to help lead the university's efforts to attract the best possible staff to support the research, teaching, and clinical care missions.

In this role, one of Matthew-Clayton's most important charges is to creatively and strategically develop a diverse talent pipeline that will ensure the university workforce benefits from many backgrounds and experiences. He will also work to ensure that the university is meeting and exceeding its commitments under the HopkinsLocal initiative to expand employment opportunities at Johns Hopkins for Baltimore residents.

Under his direction, the university will be centralizing many parts of the talent-acquisition function. Matthew-Clayton will focus on evaluating and streamlining processes, using robust analytics to measure success, and enhancing competency throughout the TA team.

Matthew-Clayton comes to Johns Hopkins from George Washington University, where he served as director of talent acquisition and recruitment. At GW, he led all aspects of staff recruitment, including the operations for filling temporary staff positions, economically inclusive hiring practices, and executive searches.

He previously served in a variety of human resources roles, including recruitment, employee, and labor relations at the City College of New York and the New York State Department of Health and Mental Hygiene.



Composition and survey data will help drive **the articulation of a broader Staff Diversity Initiative** later this year. This initiative, based on current talent development efforts, input from individuals and groups across Johns Hopkins, and best practices at peer institutions, will help us marshal and strategically focus various activities taking place across the university.

### Other highlights include:

**Hire Local.** Three years after the start of the HopkinsLocal economic inclusion initiative to build, hire, and buy locally, Johns Hopkins University and Health System have hired 1,017 people from distressed city ZIP codes into targeted positions—381 in FY18 alone. The university and health system together also hired more than 400 returning citizens over the first three years, with 145 in FY18. When the next phase of HopkinsLocal begins in summer 2019, we are considering adding more job categories and strengthening the ways we track the retention, development, and engagement of HopkinsLocal employees to support long-term career success.

**Strengthening talent acquisition.** Human Resources strengthened this vital function by creating a new leadership position focused solely on talent acquisition across the institution. By separating talent acquisition from talent development, this position elevates our efforts to attract outstanding candidates by cultivating new internal partnerships and developing diverse external pipelines for current and future hiring needs. In addition, we continue to optimize the career website and applicant tracking system launched in 2017, and to support recruitment through more standardized processes. These might include, for example, panel interviews and diversity advocates for all senior level positions; standardized interview questionnaires and evaluation criteria for particular searches; and a new course on unconscious bias in hiring.

**Career development opportunities.** In 2018, we continued, updated, or launched cohort training and development programs focused on various career paths to support diverse groups of participants. For example:

- We are enhancing the **Research Administration Training Program**, now in its ninth year, by providing new tools for program mentors. The program has traditionally attracted a diverse cohort; in the 2018 group, 62 percent are female and 38 percent identify as racial or ethnic minorities.
- The **Finance Mentorship Program** in 2018 included 10 mentor/mentee pairs; of the 20 participants, 14 are minority and 14 are women.
- In the second year of a redesigned **Leadership Development Program**, the 2018 cohort included 63 percent females and 45 percent racial or ethnic minorities; the latter group increased from 29 percent in the previous year.

- In 2018, we launched the **Administrative Development Program**, a six-month program to train high-performing senior administrative coordinators in skills that are critical to high-level executive support. Of 21 participants (13 mentees and eight mentors) in the pilot cohort, all are female and 57 percent identify as minority.

**Expansion of family support benefits.** In fall 2018, the university hired its first director of family support services, giving her oversight over high-quality programming available to students, faculty, and staff. The university's child care benefit, which provides vouchers of up to \$5,000 per year, was extended to full-time doctoral students, full-time postdocs, residents, and interns. In addition, the university transitioned the day-to-day management of the Weinberg Early Childhood Center at the Henderson-Hopkins school in East Baltimore to Downtown Baltimore Child Care, a professional child care center that currently operates our Homewood Early Learning Center. These efforts add to the university's significant investments in supports for new parents or growing families, introduced in 2017; in FY18, 558 employees were approved for the new parental and/or birth recovery leave, and nine received increased reimbursements for adoption-related expenses.

**Expansion of other employee benefits.** The university has partnered with Aetna to expand access to Employee Assistance Program (EAP) services, allowing us to offer high-quality services at a 24/7 call center that we could not provide in-house. The upgraded system will provide greater service to our institutionwide employee population. We are also exploring ways to provide college and test preparation to dependents of JHU employees to help them take greater advantage of existing tuition benefits, particularly dependents of staff and bargaining unit employees who have traditionally not used the benefits.

**myPerformance.** Human Resources continues to roll out this updated performance management tool, which supports and facilitates conversations between employees and managers about performance, professional growth, and career aspirations. myPerformance is currently in use at six schools (SON, SOE, SAIS, CBS, Peabody, and SPH) and across University Administration and Development and Alumni Relations, and we are 60 percent through a multiyear rollout in our largest division, the School of Medicine. The Krieger and Whiting schools will begin to implement myPerformance in July 2019, and it will be in use universitywide by the end of FY20.

## JHU FORUMS ON RACE IN AMERICA

For four years, the JHU Forums on Race in America have invited speakers from across the nation to join thoughtful conversations on a wide range of diversity topics. For its first event of the 2018–19 academic year, the forums built on the theme of empowering women, which was addressed previously during alumni weekend. Four panelists were invited to discuss the impact of women of color on public policy at the Johns Hopkins University School of Advanced International Studies in Washington, D.C.

The speakers were Veronica Cool, of Cool and Associates; Serena Fong, of Catalyst; Janice Mathis, of the National Council of Negro Women; and Elsie L. Scott, of Howard University. They spoke openly about the barriers encountered by women—particularly women of color—in business, in politics, and in the workplace.

But they also pointed to a growing sense of change on those fronts. They cited examples such as an increase in the number of Latina entrepreneurs, greater acknowledgment of the gender pay gap, and the nationwide spike in the number of women running for political office.

In closing, all four panelists encouraged women and allies to keep pushing for changes, however incremental.

“You can make a change,” Fong said. “Simply by asking a question—Hey, why is the panel all white men?—that’s making a change. ... Those kinds of things make a difference. Even small, intentional actions matter.”



## CLIMATE, CULTURE, AND COMMUNITY

Committed to fostering a diverse and inclusive environment, Johns Hopkins works to ensure our values are woven into the fabric of the institution and expressed in the academic, workplace, and on-campus experiences of our community. Over the past year, we have more fully integrated these values into a broad set of university activities. This can be seen in the diversity-related questions added to the 2018 Employee Engagement Survey, in the expansion of programs and supports available to diverse student populations, and in the transparent data reporting that informs university initiatives and conversations across our campuses.

Our intention in these efforts is to ensure diversity is seen—and consistently included—as a central tenet in the culture of Johns Hopkins.

This value was at the center of the vociferous **debate surrounding the proposal to create a JHU police department** to address gaps in university security and help to reduce violent crime, first advanced for Maryland General Assembly approval in early 2018. After a call for more comprehensive discussion with our community and neighbors, the university tabled the proposal during the 2018 legislative session and launched a year-long engagement process that included stake-holder meetings, public discussions with experts and policymakers, open forums, and various online resources, including research around national best practices in 21st-century policing and an interim report published in December 2018.

In early 2019, the university supported the introduction of a new bill incorporating feedback from the engagement process. Opponents continued protests and petitions on campus, expressing particular concerns about issues such as police corruption, racial profiling, investigations of sexual assault, and de-escalation of police interactions with minority, disabled, and LGBTQ community members. The universitywide Diversity Leadership Council also established a subcommittee focused on campus security, working to ensure the university consistently considered diversity and inclusion in its planning and decisions. To address community concerns, 18 important amendments were incorporated into the final legislation passed in April 2019.

In addition, as mentioned in the introduction of this report, the university’s first full-time chief diversity officer, Fenimore Fisher, spent portions of his inaugural year **convening diversity leaders from across the institution** to leverage their collective experience and foster greater collaboration. He also conducted open forums at the schools of Nursing, Public Health, Business, and Advanced International Studies. The knowledge share group launched in January 2018 gathers about 30 diversity and inclusion practitioners from across Johns Hopkins for monthly discussions of current issues, programs, and best practices in higher education and beyond. The Office of Diversity and Inclusion also hosted the first-ever gathering of institutionwide affinity groups and diversity council leaders in fall 2018 to discuss issues such as funding, best practices, and leadership challenges.



## PUBLIC DISCUSSIONS ON CAMPUS SECURITY

In fall 2018, the university hosted more than 125 public discussions, community forums, events, and meetings to consider how best to keep its campuses and surrounding neighborhoods safe and to obtain feedback on the proposals under consideration. While leaders were considering the value of establishing a small university police department, it invited students, community members, and city leaders to talk about safety on and around the university's Baltimore campuses; benefits of and concerns about different models for university-based policing; and ways to reduce crime.

"While there was broad agreement that the level of crime around our campuses and across our city is untenable, there was less consensus on how this threat should be addressed," university President Ron Daniels and Johns Hopkins Medicine CEO Paul Rothman said. "All of these perspectives are legitimate and deserving of further clarification, debate, and discussion. In fact, the common theme across all of the feedback we received was the desire to learn more about the options and best practices for improving safety and to have greater input in the university's decision-making."

Johns Hopkins welcomed local and national experts to several panels focused on issues such as constitutional and community policing, law enforcement accountability, and understanding and addressing the root causes of crime. Information from those sessions, public forums, and meetings with community groups informed a report on security efforts and a proposal for how the university should address public safety in the future.



### Other highlights include:

**Diversity, equity, and inclusion statement.** Broad consultation among stakeholders from our faculty, staff, and student body throughout 2018 led to the drafting of a new institutionwide statement on diversity, equity, and inclusion, which is intended to refresh and reaffirm key university values. We asked for feedback on the current statement, and then presented updated drafts to the Diversity Leadership Council (DLC), affinity group leaders, and chairs of divisional diversity councils. After additional reviews by key divisional and university leaders, we will share the draft revised statement with the community for comments and plan to finalize and release it in fall 2019.

**New Discrimination and Harassment Policy and Procedures.** In 2018, the vice provost for institutional equity began an effort to update and reframe the university's General Anti-Harassment Policy. Members of our community had asked for more clarity on how the university receives, evaluates, and responds to complaints of discrimination and harassment. The new Discrimination and Harassment Policy and Procedures was posted for public comments and reflects feedback from the DLC, faculty governing bodies, and university leaders. It will be finalized in spring 2019.

**First annual report from the Office of Institutional Equity (OIE).** In fall 2018, the university released its first report providing background and specific data on the university's response to reports of sexual misconduct and other forms of discrimination and harassment. [The report](#) provides increased transparency around the work and approach of OIE and a baseline against which we will measure progress in coming years.

**Campus surveys.** In 2018, Johns Hopkins asked faculty to participate in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey, students to participate in a climate survey on sexual misconduct, and staff to participate in the Gallup-administered employee engagement survey. Data from these surveys, which included questions specific to diversity, were disaggregated by gender and race, and our analysis of the data will steer future programs and initiatives.

**New and expanded trainings.** In 2018, divisional leaders encouraged strong universitywide participation in revamped Title IX and Harassment Prevention trainings, sending monthly reminders to students, faculty, and staff who had not yet taken the course. As of January 2019, 68 percent of faculty and 82 percent of staff had completed the training, which covers policies and procedures related to sexual misconduct, harassment, discrimination, the role of responsible employees, and key federal laws such as Title IX, and the Violence Against Women Act. Among the other trainings implemented in 2018 was a pilot program on workplace conflict focused on subtle behaviors, phrases, or actions that can reinforce inequities or negatively affect individuals. This program has reached 138 people through the DLC Conference and trainings at Peabody and for Development and Alumni Relations staff.

**Expanded supports for people with disabilities.** The university increased staffing in the office of Student Disability Services in 2018, hiring a new director and creating an executive director position that was filled after a national search. This expanded office

will ensure that students have the support and accommodations they need in and out of the classroom. The Diversity Leadership Council also re-established a subcommittee focused on supports for individuals with disabilities across our campuses.

**Comment on federal policy discussions.** When, in fall 2018, news reports indicated the federal government was considering narrowing its definition of gender to an immutable, binary option, we issued a universitywide message affirming Johns Hopkins' support for our diverse LGBTQ community, including those who are transgender or gender nonconforming. In January 2019, the university submitted comment on proposed rule changes to Title IX, requesting key clarifications on grievance procedures and objecting to the proposed requirement for live hearings.

### **A sample of progress from the divisions**

**Bloomberg School of Public Health strategic plan.** In fall 2018 the Bloomberg School of Public Health launched a strategic plan with five goals highlighting education, science, partnerships, people, and advocacy. The partnerships goal frames ways to "advance equity and social justice worldwide, with a special commitment to Baltimore," while the goal focused on people challenges BSPH to "fuel creativity and ensure excellence in all we do by cultivating a diverse, inclusive, and nurturing environment." The central, strategic position of these aims elevates and reinvigorates the school's focus on diversity and inclusion.

**Development and Alumni Relations diversity plan.** In FY2018 DAR developed a multiyear diversity plan after extensive input from employees through focus group discussions, a series of pulse surveys, and the results of the 2018 Gallup survey. The *DAR Diversity & Inclusion Roadmap* commits to developing programs and practices that attract, cultivate, and retain a diverse workforce while fostering a culture of inclusion. Given the size of DAR and our reputation in the industry sector, the *Roadmap* addresses our responsibility both to build an internal pipeline of talent and to encourage people of diverse backgrounds to enter and stay in the advancement profession.

**Underrepresented minority faculty at Peabody.** We saw notable growth in the percentage of Peabody faculty members who identify as underrepresented minorities after significant updates to the division's faculty search processes, aimed at recruiting more diverse sets of candidates. In the 2018–19 academic year, 10 percent of Peabody faculty identify as URM, up from 6 percent one year earlier. (Nationally, schools and programs of music report about 4 to 5 percent URM faculty.)

**Center for Africana Studies leadership.** In January, the Krieger School announced a search for a distinguished scholar and teacher in fields related to Africana studies who will also serve as the center's director. After a period of transition during which the center was co-led by two faculty members, this national search will allow Krieger to further strengthen the overall work of the center, elevating its presence in Baltimore as well as nationally.

**School of Nursing recognized for diversity.** The School of Nursing was honored with the 2018 *INSIGHT Into Diversity* Higher Education Excellence in Diversity award, which recognized the school's efforts to foster diversity and inclusion through education, programs, and outreach. This national honor highlights individual health institutions that demonstrate achievement in making diversity a top priority.

## A HIP-HOP HUMANITARIAN

For Kristofer Madu, maintaining a global perspective isn't just part of being an international studies major. It's a way of life.

The Johns Hopkins University sophomore is also a recording artist with two hip-hop albums and dozens of singles and videos released under his stage name, Travis Karter. All proceeds from his streaming, record, and merchandise sales go to support Water Is the Answer, the nonprofit he founded in 2015 to help rural communities in Nigeria construct wells and boreholes to access clean drinking water.

He says he's driven by a desire to change the way the world views poverty.

"When we say 'poverty' or 'struggle' or 'strife,' there are often a lot of 'colored images' attached," he says. "We think of Africa, an emaciated child of color with his or her hand out. But this does not tell the full story. When we assign 'otherness' to problems that are global, it can cause us to fail to see the problems that are right in front of us."

Madu spent his childhood in Kingston, Jamaica, before returning to his birthplace in Nashville, Tennessee, for high school. "A lot of times in my life, I've felt like an outsider," he said. "My message with my music is that you shouldn't feel you have to change who you are to fit in. I want kids who feel trepidation about living their dreams to know that no matter what they're told by society about their dream or identity, dreams are there to be pursued."



**Hiring at the Sheridan Libraries and Museums.** Sheridan Libraries and Museums focused on hiring practices to purposefully encourage more diverse recruitment. Strategies have included asking candidates to include a diversity statement as part of their application process and piloting an initiative on resume redacting.

**Mentorship at Carey Business School.** As part of the Carey Business School's Leading a Diverse Society (LADS) initiative, alumni supported the launch of a pilot mentorship program for students who identify as underrepresented minorities. By spring 2019, the pilot program will be fully implemented with 20 mentor/mentee pairs.

**Summer research at the Whiting School.** In 2018, the Whiting School became a summer research site for the Leadership Alliance Consortium, bringing eight promising URM undergraduates (rising juniors and seniors) to campus to conduct research for 10 weeks with a faculty mentor. Whiting Summer Research Scholars received housing and a competitive stipend, and attended seminars with faculty to learn about their paths to their PhDs and to careers in research or academia.

**Women's leadership program at the School of Medicine.** In 2018, the School of Medicine launched the Mary Elizabeth Garrett Executive Leadership Program for women faculty. A cohort of 13 faculty completed a yearlong program designed to enhance leadership skills and foster opportunities for advancement.

**Diversity in international affairs.** To recruit a more diverse set of scholars to international affairs, SAIS hosted programs for local high schools and universities. These included the Young Scholars Symposium on Diversity in International Relations, a day-long event in September 2018 funded through a DLC Diversity Innovation Grant. The purpose of the event was to help identify and project underrepresented voices, and highlight the importance of diversity and cross-experiential competence in the practice of international relations.

**Pipeline programs at the Applied Physics Laboratory (APL).** Through intentional, increased focus by the executive leadership team over the past two years, APL dramatically expanded three key programs—ATLAS, GEM, and ASPIRE—aimed at supporting minority students with interest in technical fields, applied scientific research, and engineering. These programs provide internships, support for graduate education, pipeline access to the college intern program, and opportunities for employment after graduation.

## HOPKINSLOCAL DIRECTOR KYLIE PATTERSON

Kylie Patterson became acquainted with Baltimore's challenges of economic inequality and disinvestment as part of her job with the Washington, D.C.-based Racial Wealth Divide Initiative at Prosperity Now, so she arrived at Johns Hopkins eager to jump into the role of director for local economic inclusion.

"I was excited not only to get to impact a city I had grown to love but also to work within an institution that has its own economic power and is able to get others to commit to similar investments," she says.

To that end, she and leaders from the university and health system continue the efforts of HopkinsLocal, which was launched in 2015 to expand the participation of local, minority-owned, and women-owned businesses in Hopkins' construction opportunities; increase the hiring of city residents, especially those from neighborhoods in need of job opportunities; and boost economic growth, employment, and investment in Baltimore by encouraging the purchasing of goods through city-based vendors.

But as Patterson points out, those efforts go deeper than just giving jobs or business to locals. In hiring locally, for example, "what we're trying to do is support Baltimoreans in not only finding employment but in building wealth so they can choose their own futures," she says. Similarly, when it comes to spending money—whether it's Hopkins' or an individual's—Patterson would love to see more people make a habit of thinking about purchasing locally. "I'm not saying that every time you have to choose the local option, but think about it," she says.



## ENGAGING WITH BALTIMORE

Johns Hopkins' commitment to Baltimore can be seen across the institution, from the major economic inclusion efforts of HopkinsLocal and BLocal to partnerships lifting the STEM curricula of local public schools, to the high-quality health care provided in city clinics.

In 2018, we met or surpassed the initial three-year goals of HopkinsLocal, an enterprisewide program designed to boost spending, hiring, and construction contracts with local and minority- and women-owned businesses. In February 2019, Johns Hopkins University and Health System released data from the program's third year, as well as a cumulative accounting of the program's impact. At the end of the first three years the institutions:

- Committed 23.5 percent of its addressable construction spending to minority-owned, women-owned, and disadvantaged businesses;
- Hired 1,017 people from distressed city ZIP codes into targeted positions; and
- Increased spending with local suppliers by \$54.3 million.

In this time, we also hired 400 returning citizens, many into the targeted HopkinsLocal positions, and encouraged the creation of 26 development plans from suppliers inside and outside of Baltimore to increase those companies' efforts to hire, procure, or invest here.

HopkinsLocal was initially described as a three-year initiative, but it has become embedded in the fabric of our institution. We will launch the second iteration in summer 2019, updating goals in each category to increase the individual and community impact of this program.

### Other highlights include:

**East Baltimore Development Initiative.** Development continued across the 88-acre footprint of the Eager Park neighborhood in East Baltimore, with a particular focus on mixed-income housing options. Over 400 units of housing have been developed, with an additional 400 units opening over the next three years. Over the past year, 12 Johns Hopkins employees took advantage of Live Near Your Work grants to buy homes in the area.

**Homewood Community Partners Initiative.** At the end of Johns Hopkins' \$10 million, five-year commitment, HCPI has directly leveraged more than \$31 million, and indirectly leveraged more than \$150 million for neighborhood revitalization in Central Baltimore. Vacant properties have fallen by more than 50 percent; more than 1,400 housing units have been built, with more than 30 percent of those affordable; and more than 50 parks, playgrounds, and other public spaces have been created or substantially improved. In its first year, the Central Baltimore Future Fund's activities included assisting with transformative projects valued at \$34 million. The Central



## JERRELL BRATCHER AND BFSA REACH LOCAL YOUTH

When the Johns Hopkins Black Faculty and Staff Association (BFSA) was exploring a project it could undertake to help curb violence in Baltimore City, Jerrell Bratcher stepped up to help find a solution.

In the summer of 2017, working in collaboration with the nonprofit Strategies for Youth, he launched the Baltimore Youth De-Escalation and Juvenile Justice Initiative, a volunteer project that brings youth, police officers and others together in an effort to forge positive relationships and interactions. The sessions involve discussions and role-playing sessions, strategies for conflict de-escalation, and character and leadership development. They also use an interactive Juvenile Justice Jeopardy game as a tool to help people understand the law.

“I enjoy informing, educating, and empowering youth about how to interact with peers, police, and other authority figures such as teachers, principals and adults,” says Bratcher, who works in Johns Hopkins Development and Alumni Relations as an administrative coordinator for the Office of Principal Gifts. He was recognized for his efforts with a 2018 Martin Luther King Jr. Community Service Award and is shown in the photo below (standing, center) with fellow award recipients, including from the Johns Hopkins Health System and School of Medicine.

To date, more than 300 youth and 200 adults have participated in the program. Through a Diversity Innovation Grant from DLC and supported by the Office Government and Community Affairs, Bratcher is looking to expand the program to other jurisdictions and cultivate more youth leaders from the community.



Baltimore Partnership launched the “Front and Center” plan, seed-funded by Wells Fargo to help move the lowest-income residents out of poverty. Twenty JHU undergraduates served as Community Impact Interns at HCPI nonprofits in summer 2018.

**New building to honor Henrietta Lacks.** In October 2018, the university announced it will name a new building being constructed on the East Baltimore campus in honor of Henrietta Lacks, whose cells were the source of the first immortal cell line, known as HeLa. University leaders joined descendants of Mrs. Lacks at the ninth annual Henrietta Lacks Memorial Lecture to announce the building, which will support programs that enhance community participation and partnership in research and expand the Berman Institute of Bioethics.

**21CC Reinventing our Communities Conference.** Johns Hopkins’ 21st Century Cities Initiative co-sponsored a three-day conference called “Reinventing Our Communities,” with the Federal Reserve Banks of Philadelphia and Richmond. The event attracted nearly 600 government officials, community planners, nonprofit leaders, academics, and others to Baltimore, and allowed the university to host tours of city neighborhoods and advance discussions around our continuing efforts to develop urban policy solutions for Baltimore and beyond.

**Homewood Museum tours.** After five years of archival research into the two enslaved families—the Conners and the Rosses—who lived and worked at Homewood farm in the 1800s, the Homewood Museum in 2018 changed its traditional guided tour. The program has shifted from focusing only on the Carrolls, who owned the property, to telling a more comprehensive story of the interwoven lives of all three families.

**Roca anti-violence program.** In summer 2018, Johns Hopkins committed \$2 million to help city leaders bring in an anti-violence nonprofit called Roca to Baltimore. Focused on high-risk young men between 18 and 24, Roca provides persistent outreach and training that connects participants to jobs, helps them stay out of jail, and works to reduce violence.

### Highlights from partnerships with Baltimore City public schools:

**Henderson-Hopkins school.** With a new leadership team and a strong, proactive PTA, the school more than tripled after-school activities, grew enrollment, added a supper program, and became a 1:1 technology school. Third-grade students beat the state average in math and English language arts, and the school received a perfect score for well-rounded curriculum on the new Maryland Report Card. Forty-five students were selected to participate in Baltimore Emerging Scholars, a weekly after-school program through the Center for Talented Youth. At the request of teachers and families, Johns Hopkins funded a renovation to create self-contained classrooms for all kindergarten through fifth-grade classes.

**P-TECH at Dunbar High School.** With Johns Hopkins' sponsorship and support In 2018, P-TECH admitted its third cohort of 61 students drawn from middle schools throughout Baltimore City. Among its first cohort (now 11th-graders) students have, on average, already accrued 21 college credits, and will participate in paid health care-related internships in the summers of 2019 and 2020. Of the 41 students from the first cohort, 20 are focused on nursing, 16 on physical therapy, and five on respiratory-related careers.

**Margaret Brent Elementary/Middle School.** In the second year of a three-year partnership, the School of Education is providing arts integration professional development to all teachers, a new in-school arts staff position, and out-of-class programming. In addition, JHU library staff helped improve the school library.

**Barclay Elementary/Middle School.** The Whiting School of Engineering is in the fourth year of a 10-year engineering-focused STEM partnership with Barclay, which includes curriculum support, professional training, funding for activities such as out-of-school programming, and enhanced Wi-Fi. Over the past year, 29 groups associated with JHU—including student groups, academic departments in the Whiting and Krieger schools, administrative offices, and JHU affiliate programs—have supported programs during and after the school day.

**Vision for Baltimore.** This program, which provides vision screenings and free eyeglasses to every student between pre-K and eighth grade in Baltimore City public schools, delivered its 5,000th pair of glasses in December 2018. The program is a partnership between the Baltimore City Health Department, Johns Hopkins, the nonprofit Vision To Learn, and the eyewear retailer Warby Parker.

## NEXT STEPS

---

Johns Hopkins has made significant progress toward improving diversity and inclusion on our campuses over the past year, both through spectacular announcements—such as Michael Bloomberg’s transformative \$1.8 billion gift to support undergraduate financial aid—and through year-over-year progress on our stated aims, including the hiring of a more broadly diverse faculty. We are pleased with the progress to date and deeply appreciative of the commitment of our faculty, students, and staff to these important efforts, yet we remain focused on the work ahead.

For example, by the end of the academic year, the university’s first staff composition report will provide a snapshot of the gender, race, and ethnicity of our staff and inform the development of a broader initiative that will leverage current efforts and bolster the recruitment, retention, and advancement of a diverse and fully engaged staff workforce.

In addition, having successfully met or surpassed the three-year goals of the HopkinsLocal economic inclusion program, Johns Hopkins will launch a follow-on program that renews our commitments to hire local workers and returning citizens into targeted positions, and to support local, minority- and women-owned businesses. Our targets will remain ambitious, ensuring that we continue to push ourselves to think about new ways in which our hiring, contracting, and purchasing activity can help lift the trajectory of Baltimore.

In the short term, surveys conducted over the past year will help shape programs and strategies on several fronts. Data from the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction survey will help local and divisional leaders amend faculty action plans to respond to expressed concerns, as will faculty exit surveys. For staff, Human Resources continues to analyze data from the Gallup-administered Employee Engagement Survey—which was disaggregated by gender, race/ethnicity, LGBTQ identity, and job categories for the first time this year—to inform continuing efforts at the university, divisional, and local levels. And student surveys, such as the climate survey published in March, will illuminate student experiences on campus, enabling a more robust university response.

Finally, new policies and statements will solidify our efforts and ensure our community upholds and stands behind our key values. These include the new Discrimination and Harassment Policy and Procedures, and the institutionwide Statement on Diversity, Equity, and Inclusion, both of which are the result of community consultation. And when consultation does not lead to consensus—such as in discussions around campus safety—we will rely on those core values to steer our work together.

We also will continue to provide regular updates on progress made toward goals stated in the *Roadmap*, and we remain steadfastly committed to its tenets of diversity and inclusion.