

Roadmap on Diversity and Inclusion

Progress Report
Summer 2020



CONTENTS

Introduction.....	2
2019-2020 Highlights	3
Moving Forward Together	4
Faculty.....	5
Students.....	8
Staff	12
Climate, Culture, and Community	14
Engaging With Baltimore	19
Highlights from the 2020 Roadmap.....	21

INTRODUCTION

In 2016, Johns Hopkins published the Roadmap on Diversity and Inclusion, a university-wide effort that highlighted the ways in which diversity of people, thought, and experiences is essential to our mission, and the fact that the full inclusion of individuals and ideas in our work is vital to our long-term success. Annual reports have provided a transparent accounting of our progress, and of areas where we have fallen short of our goals.

As an institution, we are proud of the measured progress that we have made over the past several years. We have increased the diversity of our faculty, of our student populations, and of key areas of our staff, and we have reported those data in composition reports that demonstrate a firm commitment to sharing information with our community. We have broadened the support and networks available to mentor junior faculty, graduate students, and diverse cohorts of undergraduate students. We have increased the available—and, in some cases, mandatory—training related to unconscious bias, sexual assault, and other key issues. We have expanded conversations and connections between university leaders and vital affinity groups throughout the institution. We have reached further into our local communities to recruit talent and provide services, from education to expungement, building bridges that express our resolute commitment. And we have lifted up diverse voices across our divisions, our departments, and our discussions, ensuring that we proactively seek diverse points of view.

But we recognize that there is much more to do. Our progress has not been consistent in every endeavor, nor in every part of our institution. As a community, we are still working through open and intense debates on a number of long-standing and heartfelt issues, and we have expanded our capacity to identify issues and to develop and implement new programs, in part through the growing ranks of diversity and inclusion professionals guiding us as Johns Hopkins colleagues.

We publish this progress update at a time when our nation and people across our campuses are responding to racial injustice and violence, borne especially by Black members of our communities, including our own students, faculty, and staff. This violence is part of a long history of systemic racism within the U.S. that has taken lives, corroded communities, and plagued institutions. The COVID-19 pandemic that serves as a backdrop for protests across the country further underscores the disparities in our society, as its impacts have fallen disproportionately on Black and Latinx people.

As we think about the next steps in the evolution of the Roadmap, including standing up a task force described later in the report, we will focus on how to hold fast to the progress we have made while also pursuing new solutions for dismantling systemic racism, advancing equity, and increasing diverse representation at Johns Hopkins.

2019-2020 HIGHLIGHTS

As in previous annual progress reports, this report tracks the major efforts undertaken in 2019-2020 across the sections of the Roadmap, offering short updates in five areas: faculty, students, staff, climate, and Baltimore. Among the progress and key challenges of our work over this past year:

- An extraordinary \$1.8 billion gift from our alumnus and former New York City mayor Michael Bloomberg in 2019 had an immediate effect on undergraduate admissions and on our supports for first-generation and low-income students. The university had already seen a dramatic upward trajectory in the diversity of the incoming freshman class with the percentage of underrepresented racial minorities (URM)* increasing from 14.9% to 32.5% between 2010 and 2019, and the percentage of students eligible for Pell grants increasing from 11.1% to 19.1% in that time. But our ability to announce permanently need-blind admissions while meeting full demonstrated need and eliminating federal loans, for example, led to an unprecedented one-year jump in the number of Pell-eligible students, from 15.4% to 19.1% for the class entering in fall 2019. At the same time, the percentage of undergraduate students on the Homewood campus identifying as underrepresented minorities increased from 25.0% to 27.4% and those who were among the first generation in their families to attend college increased from 11.9% to 15.1%. These moves were supported by our decision to eliminate any admissions preference for “legacy” students with family members who had attended Johns Hopkins. The university adopted this approach in 2014, and announced the change and its positive impact publicly this year.
- Our composition reports for faculty, staff, and graduate students have built a track record against which we are able to measure progress in the recruitment and retention of diverse populations. In the 2019-20 academic year, we have released our third report on Faculty Composition, second on Graduate Student Diversity, and second on Staff Composition—reports that show there has been growth over several years in the number of female affiliates and those who identify as URM.
- The HopkinsLocal economic inclusion initiative has driven substantial investments in our community by focusing on local and minority-owned businesses and city residents when we build, hire, and buy. As the initiative entered its second phase, Johns Hopkins increased its goals and deepened its community connections by creating an advisory council of community leaders, officials, and entrepreneurs who will help shape the program’s next steps.
- The loss of leaders in two key areas—the Office of Institutional Equity and the Office of Diversity and Inclusion—was a setback to the pace and consistency of our work. However, nationwide searches yielded strong candidates for both positions, and our new chief diversity officer and vice provost for institutional equity stepped into their roles this summer.

*Underrepresented minorities in higher education, as described by the National Center for Education Statistics, include individuals who identify as Black, African American, Hispanic, American Indian or Alaska Native, Hawaiian or other Pacific islander.

MOVING FORWARD TOGETHER

This summer, we announced the creation of the Roadmap 2020 Task Force, a group of faculty, students, staff, and alumni from across the institution, as well as members of the Baltimore community who will steward an effort to reassess the Roadmap and recommend updated commitments, goals, and accountabilities in its next iteration. The process will include a series of listening sessions, and the resulting goals may touch on areas such as internal promotion and professional development; anti-racism education and training for students, faculty, and staff; and effective climate assessments. These recommendations will not only fuel the ongoing evolution of the Roadmap and of divisional diversity plans, but they will also help shape the university's strategic priorities for the next several years.

The work of the task force will unfold alongside and complement other efforts designed to advance equity and inclusion at Johns Hopkins. These include a scholarly initiative to understand and acknowledge our institution's past history of discrimination on various grounds, focused first and foremost on race; the establishment of a committee to develop principles and a process for reexamining the naming of buildings and programs across Johns Hopkins; and the expansion of our own work on anti-racism, including through trainings and educational tools.

FACULTY

Approaches launched through the FDI have become integral to our work, including diversity in faculty hiring. Ongoing progress depends on our ability to build on these focused efforts.

First launched in fall 2015 as an immediate precursor to the Roadmap, Johns Hopkins' Faculty Diversity Initiative (FDI) remains a cornerstone of our work around diversity and inclusion. Today, all divisions have plans that specifically focus on diversity in faculty hiring with strategies that may include proactive recruitment of underrepresented minorities, diversity advocates on hiring committees, unconscious bias training for committee members, and final reports for all faculty searches. In addition, most divisions have hired dedicated assistant deans for diversity and inclusion, implemented mentoring practices that focus more directly on the needs of women and minorities, and conducted surveys of current faculty and those who have left Johns Hopkins, illuminating areas requiring increased attention.

In 2020, as we entered the fifth year of this effort, we published our third biennial [Report on Faculty Composition](#), which covers the November 2019 faculty census. Against the baseline of the 2016 Faculty Composition Report, reflecting the November 2015 census, we can assess four years of progress and point toward improvements needed in coming years. Key findings include:

- JHU had an **increase in female representation between 2015 and 2019** among all full-time faculty (42% to 45%) and professorial full-time faculty (37% to 41%). This progress is not evenly distributed, however, and some departments show gender representation that is flat or even slightly below their 2015 baselines.
- The university also had some **growth in the percentage of URM and minority faculty** over the same period. Full-time faculty members identifying as URM increased from 8% to 10% between 2015 and 2019, with an identical jump for full-time professorial faculty. Those identifying as minority (URM or Asian) increased from 30% to 34% among full-time faculty, and from 27% to 31% among full-time professorial faculty.

Of note, all divisions except the Carey Business School saw increases in minority representation, though the numbers and percentages of those increases varied. In addition, based on a common fall 2018 data source, the proportion of full-time instructional faculty who identify as URM at JHU (9%) matches that of Columbia University and Dartmouth College, and is second only to Brown (10%).

The report credits those departments that have made progress, notes those that have not, and allows the Provost's Office and the appropriate dean's office to follow up to help identify best practices and develop effective plans for improvement.

This increase in the diversity of our faculty is less than hoped for but reflects concerted efforts to improve recruitment practices focused more directly on retention—particularly through mentorship and careful attention to climate—and on recognized accomplishment through new awards.

Specific **progress through the FDI** included:

- Eight faculty members recruited to JHU through the Target of Opportunity Program in FY20, with another five arriving for FY21. This brings the total TOP recruitments to 33 across the initiative.
- Seven more visiting professors or scholars brought to JHU since the last Roadmap update to offer diverse perspectives to our community and introduce visitors to all Johns Hopkins has to offer. The FDI has supported 30 visits of between one day and one year.
- Thirty-seven Provost's Postdoctoral Fellows, with diverse life experiences and backgrounds, recruited since the launch of the FDI. This includes six in the 2019–20 fiscal year, and five who will start in the fall of 2020. In light of COVID-19's effects on research, funding, and the job market, JHU lengthened the fellowships for those members of the group from 2019-20 who requested funding extensions.
- Two more awards were bestowed on faculty championing diversity and mentoring. In 2019, an Arts and Sciences professor received an award for Excellence in Diversity (which came with a \$50,000 honorarium) for promoting gender equity in STEM fields, and professors from Arts and Sciences and the School of Medicine received prizes in Faculty Mentoring (which come with a \$2,500 award). Details are available on the [Faculty Affairs](#) webpage.

Every department continues to develop **specific, discipline-appropriate mentoring plans for junior faculty members**, assisted by a vice dean and the Office of the Vice Provost for Faculty Affairs. These plans emphasize a breadth of mentors and resources to advise each junior faculty member, an approach that has been shown to be particularly helpful for URM and female junior faculty. The Faculty Affairs office also provides mentoring resources for the divisions, including, over the past year, a workshop on how to have difficult conversations effectively.

A **particular focus on recruiting diverse faculty can be seen within the Bloomberg Distinguished Professors**, a cohort of world-class scholars appointed to two or more divisions or departments since the start of the program in 2013. Of the 50 BDPs now at or recruited to join Johns Hopkins, 30% identify as female, and 14% as URM, percentages that we expect to hold relatively steady with future BDP recruitments. The success of this program has inspired new ways of thinking about cross-disciplinary partnerships, even beyond the BDPs themselves.

As Johns Hopkins enters the fifth year of the FDI, we have begun to take stock of progress made across that time. Among the key takeaways:

- We have seen small but measurable improvements in URM and female representation; these increases allow our faculty diversity to compare favorably to that of Ivy Plus peers.

- These successes have been driven by the adoption of systems and tools to measure and track faculty diversity, by accompanying managerial and cultural changes, and by a stalwart commitment to transparency. Among those systems are the search and hiring practices rolled out across divisions in 2016 to attract diverse pools of talent. Over the past year, the Krieger School updated its processes to make them more efficient for departments; the Whiting School adopted the new documents as well. Other divisions kept their processes up-to-date by, for example, updating the list of publications and organizations recommended to advertise open positions, as the School of Medicine did.
- Gains among professorial faculty are smaller than among nonprofessorial faculty.

In the final year of the FDI, it is clear that certain approaches launched through the initiative, including transparent reporting on our faculty composition, have become integral to our work and accountability and must continue. But our ongoing progress depends on our ability to build on the focused efforts undertaken to date. In the coming months, the Roadmap Task Force will work closely with the provost and others to examine the efficacy of each component of the FDI and to help shape and shepherd its next iteration, underscoring a firm belief that a diverse and inclusive professorate is the backbone of our learning, teaching, and research.

STUDENTS

Having seen a remarkable increase in diversity in our undergraduate classes, we are focused on ensuring all students have access to opportunities and training to thrive in a multicultural society.

Undergraduate students

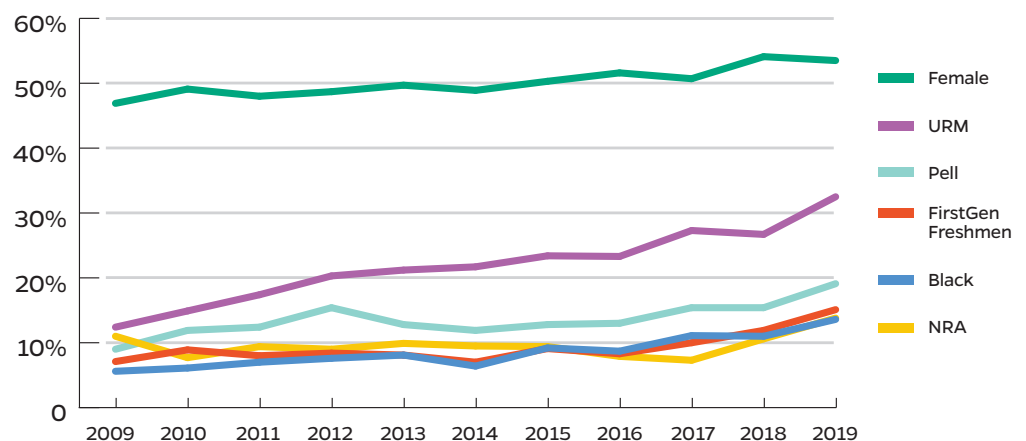
When we launched the Roadmap, we committed to recruiting a more diverse undergraduate student population. Over the past several years at Homewood, our efforts have resulted in a remarkable increase in underrepresented minorities in the incoming freshman class, from 14.9% in 2010 to 32.5% in 2019.

We also focused on ensuring all students have access to opportunities at Johns Hopkins and on training our undergraduates to thrive in a multicultural society. Our activities included significant expansion of diversity and inclusion programming in the orientation for incoming students and of sexual assault trainings required by all students; focused programs to bolster student inclusion and success such as Hop-In, Johns Hopkins Underrepresented in Medical Professions (JUMP), and a range of supports for first-generation, low-income (FLI) students; and the creation of the Homewood Centers for Diversity and Inclusion to broaden support for the Office of Multicultural Affairs, LGBTQ Life, Religious and Spiritual Life, and Women and Gender Resources.

The steadily increasing excellence and diversity of Johns Hopkins' undergraduate classes over the last decade received a momentous boost with a \$1.8 billion gift from Michael Bloomberg in 2019. By allowing Johns Hopkins to become permanently need-blind and no-loan, the Bloomberg gift facilitated a **remarkable year-over-year increase in several key aspects of diversity**.

Compared with the previous year, the freshman class arriving at Homewood in fall 2019 included a greater percentage of students eligible for Pell grants (19.1%, up from 15.4% the previous year), identifying as underrepresented minorities (32.5%, up from 26.7%) and in the first generation of their families to attend college (15.1%, up from 11.9%). Peabody saw similar jumps in key areas of diversity: Among students entering in fall 2019, 25% were Pell grant recipients (up from 17% in 2018), 17% identified as underrepresented minorities (up from 13%), and 31% came from families making less than \$100,000 per year.

Full-time Freshmen*: Select Characteristics of Diversity 2009–19



*ASEN/Homewood only

These admissions figures also reflect the **end of legacy admissions for undergraduate students**, a policy the university began in 2014 and formally announced in January. As university President Ronald J. Daniels wrote in *The Atlantic* in January 2020, “maintaining the long-standing tradition of affording such students a routine admissions advantage based solely on their parentage had come at a high cost. It was impairing our ability to educate qualified and promising students from all backgrounds and to help launch them up the social ladder.”

The university’s “to and through” philosophy includes not just ensuring we recruit a diverse class, but that every one of our students has access to the advantages and opportunities of a Johns Hopkins education. Examples of efforts in this area are:

- We expanded existing **programs for first-generation, limited-income (FLI) students and piloted new ones**. For example, recent data showed that FLI students at Johns Hopkins are more likely to pursue STEM majors but need additional resources to close gaps in academic preparation. Over the past year, more than 210 freshmen benefited from an online diagnostic tool for chemistry classes in the summer before their first year, with accompanying educational modules to address any identified gaps in learning. In addition, in January, the Office of Academic Support established a robust personalized tutoring program that provides targeted outreach and support to FLI students while serving all Johns Hopkins undergraduates.
- We launched **SOAR (Seizing Opportunity, Access, and Relationships), a new program within the Life Design Lab, focused on inclusion and equitable access to opportunities** for students from all underrepresented communities, including first-generation, low-income, minority, LGBTQ, and international students. SOAR educators are embedded in co-curricular and student life offices on the Homewood campus, and they are focused on providing experiential learning, including internships and opportunities for research or study abroad, alumni mentoring, employer connections, and career and life-design strategies.
- We offered a **more robust orientation program for international undergraduate students** last fall, allowing them to move onto campus ahead of their domestic peers for additional sessions on living in the U.S. and at Johns Hopkins, and opportunities to socialize on and off campus. This work was bolstered by the creation of, ISAH (International Students at Hopkins), a new student organization that has planned programs for all students with elements of diversity education woven in. ISAH also provides international students with resources and strengthens their affinity and sense of community.
- We hired **new staff members to bolster the supports available to all students**. The inaugural vice provost for student health and well-being will shift related services to a more seamless universitywide model, removing barriers to student access. We also hired an assistant director for diversity education and international student engagement within the Office of Multicultural Affairs, an assistant chaplain for Muslim life within Religious and Spiritual Life upon the previous individual’s retirement, and a new director of the success coaching program in Academic Advising.

- We opened a **new, more accessible space for Student Disability Services** in Shaffer Hall. The office features additional study spaces, dedicated work stations for graduate students, two dedicated testing rooms, and a private testing space to minimize distractions. SDS is working to implement a centralized registration system that will prevent students taking classes in more than one school from having to apply for accommodations multiple times.
- We provide **spaces to support students as national and global events affect them**. Recent examples have included protests and violence in Hong Kong, protests against anti-Muslim violence in India, and the murder of George Floyd. The Centers for Diversity and Inclusion hosted community and healing circles for students in-person—and then remotely during COVID-19—to support students and communities that felt (and continue to feel) the impact of these events on a personal level. Additionally, staff organized teach-ins and ally-ship spaces for professionals on campus who wanted to find ways to support students during challenging times.
- And we provided **identity and inclusion training** to 98.6% of Homewood undergraduate students (1,458 students) in their first academic year at Johns Hopkins. This training, developed by staff focused on various components of diversity and inclusion, was promised in the initial Roadmap, first offered to incoming students in fall 2016, and adapted to respond to student feedback. As of this year, the university has offered a version of the mandatory workshop to every undergraduate student.

As the number of staff focused on supporting underrepresented students has increased across the Homewood campus, we have also developed new ways to share best practices, forge effective partnerships among Johns Hopkins offices, and consider how best to engage in national conversations. Among the groups formed over the past year are the Black and Latinx Student Experience Workgroup, the International Student Experience Workgroup, and the FLI Practitioners Workshop Series.

Graduate and PhD students

Johns Hopkins has long recognized the importance of recruiting and retaining an excellent, diverse graduate student body. Progress toward these aims has required broader considerations of students' needs, including new approaches to recruiting students; membership in key national organizations, such as the Edward A. Bouchet Honor Society; the creation of networking communities; and increased benefits to support students' families, including parental leave for full-time graduate students and expanded health care options. Since the launch of the Roadmap, we also have increased coordination and partnership across schools to share information and best practices related to recruitment, retention, and climate. Each of these efforts has been valuable, and we have seen modest increases in the diversity of the composition of our entire graduate student body, although those vary by program and division.

The university's **second Report on Graduate Student Composition**, released in July 2020, provides a detailed look at the race, ethnicity, and gender of our graduate students as of fall 2019. Some of the top-line findings include:

- Female students made up 53% of graduate students overall at Johns Hopkins in fall 2019, including 47% of PhD students, 63% of students seeking other doctorates, and 53% of master's students. The report details how the overall percentage of female students across all graduate programs has increased slightly from 2011, when it was 51%. Across that period, the percentage of female PhD students decreased from 49% to 47%, the percentage of female students in other doctoral programs jumped from 53% to 63%, and the percentage of female students in master's programs increased from 51% to 53%.
- URM students made up 16% of Johns Hopkins graduate students overall in fall 2019 and 21% of domestic graduate students. This included 11% of total PhD student enrollment, and 18% of domestic PhD students. By school, the proportion of total enrollment of PhD students who identified as URM ranged from 5% at the School of Engineering to 19% at the School of Nursing.
- URM students were 19% of total enrollment and 22% of domestic enrollment among other doctoral students. Among those seeking master's degrees, the proportions were 17% and 22%, respectively.
- The report details that across graduate programs, the percentage of URM students increased between 2011 and 2019, from 13% to 16% of total enrollment, and from 15% to 21% of U.S. students. Among PhD students, the total percentage identifying as URM increased from 8% to 11% (13% to 18% of domestic enrollment), with the proportion of Black students remaining consistent at 4% of total enrollment (increasing from 6% to 7% in domestic enrollment). The percentage of URM students seeking other doctoral degrees jumped from 14% to 19% of total enrollment, and the percentage of URM master's students increased from 14% to 17% from 2011 to 2019.

The report credits those departments that have made progress, notes those that have not, and allows the Provost's Office and the appropriate dean's office to follow up to help identify best practices and develop effective plans for improvement.

In 2019, the university added a **mentoring policy for PhD students and their advisers**, outlining expectations from each, and a **policy requiring annual discussions about students' professional development and academic progress**. These policies may be especially relevant to improving retention of minority graduate students, as evidence suggests they often experience more isolation and have less access to mentors and role models than nonminority peers. In addition, the Provost's Office championed the **formation of networking and mentoring communities to support URM PhD students** through competitive funding awarded to four initiatives supporting students across five schools.

University divisions also offered **"second look" visits for recruiting URM students**. The School of Medicine started the "second look" events, and in 2018 offered opportunities for 25 URM students accepted to PhD programs to interact with current URM PhD students, leaders, and laboratory or program directors. In 2020, the Provost's Office co-sponsored this approach across divisions, with 155 attendees participating in virtual events at the schools of Nursing, Public Health, Arts and Sciences, Engineering, and Medicine.

STAFF

New approaches to talent acquisition, enhanced benefits, and expanded trainings and supports for current staff bolster our efforts to attract and retain a diverse workforce.

Across Johns Hopkins, we have worked to develop strategic initiatives that attract and retain a diverse workforce and promote a workplace climate where diversity is valued and all staff members feel included and engaged in the success of the enterprise. In recent years, these efforts have included developing new unconscious bias trainings for those recruiting to open positions; creating onboarding programs that support employees from their first day; expanding child care and parental leave benefits; broadening the Live Near Your Work program; and offering new courses and programs to support internal mobility. Through programs such as HopkinsLocal, we are making concerted efforts to recruit talent from within Baltimore to a growing range of positions. We are also expanding the development opportunities available to our employees through the rollout of myPerformance across the university; easy-to-access professional development options, such as LinkedIn Learning; and role-based initiatives such as the Administrative Development Program, Finance Diversity Mentor Program, and Leadership Development Program, which include diverse cohorts of participants. We will continue to evolve, advance, or intensify these efforts as we recognize gaps in our progress and new areas of focus.

The university released its **second Report on Staff Composition** in July 2020, providing data on female and minority staff members by job category and division, based on a November 1, 2019, census of full-time and part-time staff. The report adds to similar data from 2015 and 2017 censuses, offering a look at changes over time.

- In 2019, 41% of JHU staff identified as members of a racial minority group (any race but white), an uptick from the 37% and 39% reported in 2015 and 2017, respectively. Since 2015, the university has seen growth of 15% in Black or African-American staff and 45% in Hispanic staff.
- Every employee group across the university saw an increase of at least 3% in minority representation. Executive/Administrative and Managerial remain the employee groups with the lowest minority representation but also saw increases, moving from 13% to 19%, and from 22% to 27%, respectively, between 2015 and 2019.
- The university saw no change in the overall percentage of female staff, which held steady at 71% in all three years. Between 2017 and 2019, both Executive/Managerial and Managerial ranks saw 2% increases in female staff.

Over the past year, JHU Human Resources leaders worked with the Diversity Leadership Council and key affinity groups, including the Black Faculty and Staff Association, to develop a **universitywide talent acquisition process** with a specific focus on reducing bias in the hiring process, enhancing the internal hiring process, and deepening our ability to attract and retain diverse staff. HR began developing a new hiring manager's toolkit and a new internal career site, advanced staff skills on diversity recruiting, and continued to strengthen relationships with community-based organizations and local colleges and universities.

When the university and health system announced the next phase of HopkinsLocal in early 2020, it included not only new hiring goals but also the addition of higher-level job titles, more ZIP codes from which to recruit employees, and strategic workforce development across the institution.

The university also continued **enhancing supports for employees and their dependents**, in response to various feedback and requests. In summer 2019, for example, a major expansion to the child care benefit program included increasing the family income brackets that qualify for assistance, covering home-based care, and introducing a new scholarship for families attending one of the three child care centers that are JHU partners. The changes took effect at the start of 2020, with families of more than 380 faculty, staff, and students participating—more than four times the number that had taken advantage of the previous program—and additional enhancements are under consideration as our workforce grapples with the extraordinary impact of COVID-19 on caregiving needs and pressures.

Other examples of new employee supports this past year include:

- The **expansion of Johns Hopkins' Live Near Your Work grants**, which now apply to homes purchased in seven more Baltimore neighborhoods.
- A **new partnership with the Baltimore-based nonprofit College Bound** to provide a day of college-prep support for employees, including information about how to take full advantage of the university's tuition benefits for their dependents. The event drew nearly 300 attendees and will be expanded in the coming year

To improve **employee feedback tools**, the rollout of the myPerformance platform continued across the university, facilitating intentional performance conversations between managers and their direct reports. In addition, in 2020, HR began piloting curriculum offerings to **support internal career movement**, such as resume writing and interview skills. These add to an expanded set of **professional development opportunities**; for example, the university began offering access to LinkedIn Learning in 2019, and HR is integrating this content-delivery approach to other learning programs in a variety of skill areas.

Looking ahead, the institution has committed to creating and implementing mandatory anti-racist and unconscious bias training for all managers, continuing its internal review of salaries across all job categories, and soliciting outside consultation to ensure salary equity. We are also enhancing the internal hiring process, and expanding and institutionalizing support for staff mentorship across Johns Hopkins. Data on staff composition and employee engagement, continuing training, and ongoing conversations with staff—including through equity-seeking groups such as the Black Faculty and Staff Association and the Hopkins Diaspora—have helped steer our efforts to attract and retain diverse staff at every level and will continue to shape our efforts going forward.

CLIMATE, CULTURE, AND COMMUNITY

An inclusive community requires more than drawing diverse populations to our campuses. Through thoughtful trainings, discussions, and initiatives, we must build an environment that demonstrates inclusion.

From its early days, the Roadmap reflected Johns Hopkins' recognition that building an inclusive community requires more than drawing diverse populations to our campuses. We must build an environment that demonstrates inclusion; equips our faculty, students, and staff to thoughtfully engage with diverse viewpoints and approaches; and facilitates activities that allow for—and promote—meaningful engagement with broad spectra of people and ideas. Over recent years, this has included new, enhanced, and expanded trainings such as more extensive education on unconscious bias, improved training modules on Title IX and harassment (mandatory for all students), and voluntary Safe Zone trainings through the Office of LGBTQ Life.

We have also promoted meaningful conversations and initiatives focused on diversity and inclusion through series such as the Forums on Race in America; a Knowledge Share Group that brought together diversity professionals from across the institution; Diversity Innovation Grants, which fund crowd-sourced proposals with support from the Diversity Leadership Council; and exhibits such as the Black Faculty and Staff Association's Indispensable Role of Blacks at Johns Hopkins. These efforts have helped both to elevate our institutional approach to diversity and inclusion and to frame and articulate the values that steer our work in new and evolving contexts.

New and continuing efforts have focused on several areas:

New initiatives to advance equity and inclusion. In July 2020, the university announced several new initiatives specifically focused on equity and inclusion. These include the creation of the Roadmap 2020 Task Force to reexamine the Roadmap and make actionable recommendations for the institution for its next iteration; a scholarly initiative led by Martha S. Jones, Society of Black Alumni Presidential Professor and professor of history, and the SNF Agora Institute aimed at more deeply understanding and reconciling the university's own history of discrimination—particularly around race—from its founding to the present day; and a committee to establish principles and processes for naming buildings and programs across the university, examining the legacy of individuals whose names adorn our institution but whose views or conduct stand in opposition to our values.

Educational series to deepen understanding. At several of our divisions, programs have lifted up diverse voices to offer new understanding about systemic inequalities, past and present. Hopkins at Home, the university's new, free virtual education platform, partnered with the university's Women's Suffrage Centennial Commemoration to offer a series of talks on aspects of women's suffrage, and is planning lectures and a minicourse on the Black experience in America. The Office of Multicultural Affairs convened a student-focused "Digital Diversity Days" while students were home this spring, focused on discussing how critical race theories impact aspects of identity. And in the wake of George Floyd's murder by police in Minneapolis, many groups have pivoted or created educational offerings responding to the need to examine systemic racism.

The SNF Agora Institute's series on the Politics and Policy of COVID-19 refocused on racism and police brutality, with conversations among faith leaders and experts on the role of race in democratic institutions. The School of Medicine's Department of Neurology partnered with the American Neurological Association to host a weekly Social Justice Summer Series, challenging systemic racism and remaking neurology as a field that provides a welcoming home for all. And the student-led International Studies Leadership Council created a Summer Series on Race that has focused on ways to combat systemic racism in our city and nation.

Response to the novel coronavirus. Among the six stated values steering ongoing university decisions related to the COVID pandemic is a commitment to "inclusive and equitable solutions." Specifically, the university affirmed: "Students, faculty, and staff from every part of the university will be integral to shaping and implementing our plans to reflect the full range of our community's needs and interests. The approach we take will be thoughtful and attentive to the disparate impacts of the pandemic on members of our community." This has been an important principle guiding the university's planning around a phased return to campus.

In particular, the university increased its supports for mental health, notably for LGBTQ and first-generation low-income (FLI) populations; kept housing open and offered emergency financial support for those with demonstrated need; developed policies and tools for vulnerable people to seek not only traditional accommodations but also adjustments to their work or learning environments; and committed to financial mitigation steps that sought to protect vulnerable employees, including the creation of dedicated COVID relief funds for employees and contract workers. The university also partnered with government, faith, nonprofit, and community organizations and leaders to provide direct care to vulnerable communities in Baltimore. Among the many initiatives undertaken by the joint Johns Hopkins University and Medicine COVID-19 Anchor Strategy Working Group were serving as a key partner in the Baltimore field hospital at the Convention Center; providing assistance to homeless shelters; supporting the Latinx community across the city; launching the East Baltimore Food Access Initiative, which provided over 2 million meals to date; and establishing go-teams to assist with testing for nursing homes and prisons.

The Diversity Leadership Council (DLC) devoted a meeting to concerns related to education, health care, and other vital challenges during the early weeks of the crisis. This group championed a humane response from the institution as it managed financial questions, underscoring the importance of including values related to equity in any related initiatives.

Public safety initiatives. Efforts are ongoing to improve safety on our campuses in ways that reduce the potential for bias and advance national best practices on nondiscriminatory, community-oriented public safety. Johns Hopkins Security has delivered the highly regarded Fair and Impartial Policing training, which is based on a procedural justice model of public safety, and implicit bias training for university officers, to all supervisors and 18 trainees. The university has continued investments in programs that support community safety,

including the violence-interruption program Roca. And Security and Student Health are working together to develop a program, modeled on public health best practices, through which behavioral health providers would serve as the primary responder to related calls, rather than security personnel.

In June, Johns Hopkins leaders announced a decision to pause the development of a university police department for at least two years to ensure any further steps will account for the national conversation around policing and police reform stemming from the murder of African Americans at the hands of police officers, including George Floyd in Minneapolis.

Preferred names. Building on the Preferred Name Project, which had allowed students, faculty, and staff to state their preferred name on campus records, the university instituted a change to its databases that allows people to designate their preferred name more easily through the myJHU portal. Prior to this update, the portal provided a “nickname” field that many said did not accurately describe the full range of reasons someone may go by an alternate name, whether it is a reflection of their gender identity or an Americanized alternative to a name in their native language. The more flexible name field in myJHU will auto-populate in many applications used in university business for all schools except Medicine and Nursing.

Student climate survey. The university conducted its third campus climate survey on sexual assault and misconduct in spring 2019, releasing its results in the fall along with 32 other schools that participated in the survey administered by the Association of American Universities. Of the 4,000 Johns Hopkins students who completed the survey (28% of the student population), 12.5% reported they had experienced sexual assault. That compares with 17% across the AAU survey. At JHU, female undergraduates were the most likely to report experiencing sexual assault (30%), and 26% of transgender, genderqueer, and nonbinary students reported such experiences. The prevalence rate reported in 2019 is lower than the 19% overall rate in the last JHU climate survey, conducted in February 2018. However, differences in the questions asked and methodology make it difficult to establish firm trends.

Diversity, equity, and inclusion statement. In 2019, the university presented drafts of an institutionwide statement on diversity, equity, and inclusion to the DLC, affinity group leaders, and chairs of divisional diversity councils. After seeking additional community feedback, we intended to release this statement in fall 2019 in order to refresh and reaffirm key university values. The process was stalled, however, by the departure of our chief diversity officer. It will be revived under the leadership of his successor and taken up as part of the work of the Roadmap Task Force.

Highlights from across the divisions include:

Discussion series at the School of Education. In spring 2020, the division launched Collegial Conversations Across Contexts to bring together students, faculty, alumni, and community partners to engage in structured discussions about the impacts of individual, interpersonal, institutional, and structural racism in educational spaces and beyond. The inaugural conversations, which focused on the concept of white supremacy culture, took place through a voluntary virtual discussion group.

Diversity Signature Initiative at the School of Nursing. Launched in the 2019–20 academic year, this effort focuses on three areas: targeted financial aid and scholarship support, strategic communication to increase the pool of eligible SON applicants, and support of diversity leadership and workforce development to ensure the health care workforce represents and is inclusive of the communities it serves.

Diversity Week at SAIS. This second annual event included a gathering specifically focused on first-generation students, staff, and faculty, and a partnership with a Washington, D.C. high school to introduce students to international affairs over a daylong program.

El Sistema USA partnership with the Peabody Institute. Peabody developed a partnership with this music-education organization that empowers underserved children across the country, enrolling two aspiring musicians through full cost-of-attendance scholarships in fall 2019.

Graduate Diversity Fellows at the Krieger and Whiting schools. Homewood-based URM graduate students in these paid positions support recruitment activities, serve as JHU ambassadors, and advise leaders at the Homewood divisions on challenges to inclusion and ways to enhance the graduate experience.

Heritage 365 on the Homewood campus. Rather than focusing on cultural experiences during designated awareness months, the Center for Diversity and Inclusion established an approach to engage, explore, and experience differences throughout the academic year with speakers, workshops, performances, and other signature events.

Leadership hire at the Bloomberg School of Public Health. The division's first assistant dean for diversity, equity, and inclusion will provide strategic direction and operational oversight, fostering an environment that supports students, faculty, staff, alumni, and community partners.

New affinity group at the Applied Physics Laboratory. Advocates for Diverse Abilities (ADA) supports APL staff with disabilities by promoting awareness of resources, educating others on different types of disabilities, and advocating for change. This new group also includes representation from APL's All About Autism Club.

Peabody Ballroom Experience. A public humanities collaboration between the George Peabody Library and Baltimore’s ballroom community, this project offered opportunities for collaborative education and interpretation—including a ball competition in April 2019—with ballroom leaders sharing insights into the decadeslong history of the city’s LGBTQ ball culture.

Students for Disability Justice. Funded through a Diversity Innovation Grant awarded by the DLC in late 2019, this group organizes innovative and collaborative events among existing affinity groups and a universitywide network of student groups focused on disability, chronic illness, and mental health conditions.

Summer Business Academy at the Carey Business School. A one-week, academically centered residential experience, the SBA encourages and cultivates rising college juniors and seniors from first-generation or historically underrepresented groups. Ten scholars participated in the first cohort; Carey had accepted 26 students for the second cohort in summer 2020, but delayed the program to 2021 due to COVID-19.

URM Residency Recruitment Weekend at the School of Medicine. Sponsored by the JHM Office of Diversity and Inclusion and the Office of Graduate Medical Education, the initiative hosted 49 URM fourth-year medical students from across the U.S. in February. COVID-19 disrupted Match Day in March, but at least two of the school’s residency programs saw a significant increase in the number of URM students who matched for residency at JHU.

ENGAGING WITH BALTIMORE

Johns Hopkins
has sought
to deepen our
relationship to
the city and the
communities
we call home.

Johns Hopkins is committed to being *of*—not just *in*—Baltimore, and our institution’s success is inextricably linked to that of our hometown. With that in mind, over the past decade, Johns Hopkins has sought to deepen our relationship to the city and the communities we call home, developing partnerships and initiatives designed to bolster education, health care, and economic opportunity. These efforts have included \$26 million invested in K-12 public education, including in the Henderson-Hopkins K-8 school and the launch of the P-TECH program at Paul Laurence Dunbar High School; the Vision for Baltimore program, which has provided more than 50,000 eye screenings and given away more than 9,000 pairs of glasses; the launch of our formal economic inclusion program, HopkinsLocal, which has helped us hire nearly 1,500 Baltimoreans and spend an additional \$113 million with city vendors; the \$10 million investment in the community-driven strategy for the Homewood Community Partners Initiative, which has leveraged millions more from other institutions; and numerous other targeted supports for community revitalization, youth employment, COVID-19 relief, and other initiatives.

Economic Inclusion

As one of the largest anchor institutions in Baltimore, Johns Hopkins strives to create and propel economic opportunities across our city, creating wealth for individuals and communities. **HopkinsLocal**, the economic inclusion program first launched in 2015, has been a key driver of that aim. The program surpassed its original goals to build, hire, and buy locally by—over three years—committing 23.5% of addressable construction spending to minority-owned, women-owned, or disadvantaged contractors, hiring 1,017 people who live in designated Baltimore ZIP codes for targeted positions, and spending an additional \$54.3 million in targeted categories with local businesses. In January 2020, the university and health system laid out a new set of measurable goals with a particular focus on supporting racial minorities, women, and veterans. The goals include:

- Increasing local hiring from focus-area neighborhoods to 50% in targeted jobs; expanding targeted positions; and increasing access to employment opportunities for citizens with criminal records.
- Increasing spending with Baltimore businesses by \$25 million with an emphasis on minority-owned, women-owned, and veteran-owned companies.
- Committing 20% of addressable construction spending with certified minority-owned, women-owned, disadvantaged businesses; and 13% with Baltimore City businesses.
- Assigning at least \$75 million of the Johns Hopkins endowment to be managed by a minority-owned firm.

Adding strategic insights to these goals is a newly created advisory council of about a dozen diverse local leaders. This group will provide a community-centered perspective to help: inform the strategic vision of HopkinsLocal; support benchmarking and brainstorming activities; recommend policies, programs, and initiatives to spur greater economic inclusion across the city; and enhance transparency around the effort. The council first met in December 2019, shortly before the public announcement of the new HopkinsLocal goals.

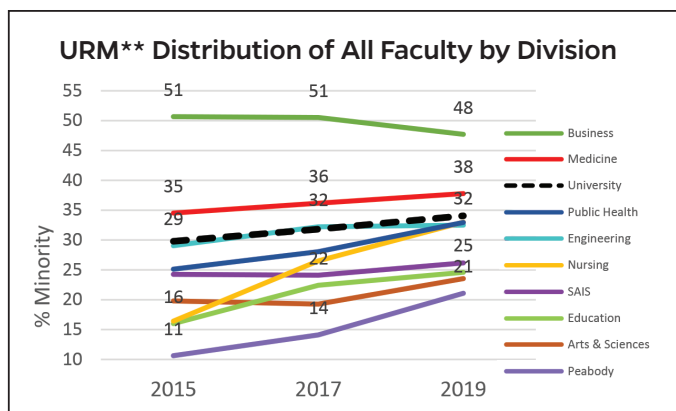
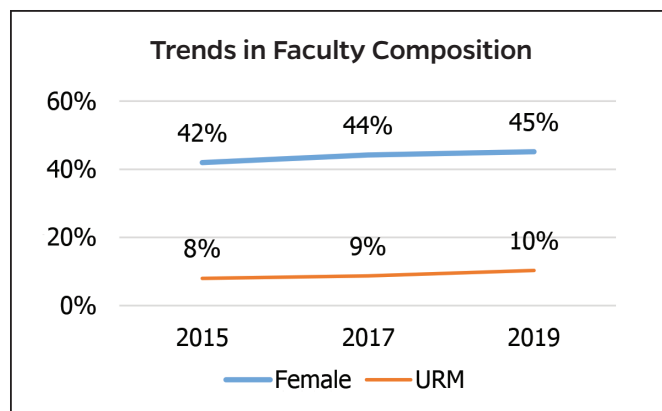
Other key local efforts

Beyond economic inclusion, the university also extended its support for Baltimore's schools, neighbors, neighborhoods surrounding our campuses.

- The **Henderson Hopkins school**, a K-8 facility operated by the School of Education in partnership with Morgan State University, demonstrated significant improvements in math and literacy. On one statewide standardized test, for example, the percentage of students who met or exceeded standards in English Language Arts more than doubled between 2018 and 2019, and was significantly higher than the district average. When disaggregating students by race, Henderson Hopkins' black students ranked fourth citywide in English Language Arts, and sixth in math.
- Johns Hopkins remains a leading partner at **Pathways in Technology Early College High School (P-TECH) at Dunbar High School**, from which students graduate after six years with a high school diploma and associate's degree in the health sciences. The first cohort of students at P-TECH Dunbar High School finished high school in the spring of 2020. Of the 39 "cohort 1" students, 90% are pursuing higher education, including 19 who plan to remain in the program, pursuing their Associates degrees in health-related fields at P-TECH partner school, Baltimore City Community College, and 16 who plan to attend a four-year college. Plans of the other three students vary: One will attend a trade school, one is taking a year off, and one did not meet graduation requirements. This fall, P-TECH Dunbar will welcome its fifth cohort of students.
- In spring 2020, Johns Hopkins hosted its first—and one of the city's largest—**expungement clinics**, with attorneys from our legal department and our community serving over 118 residents and employees with expungement services.
- Johns Hopkins' **COVID-19 Anchor Strategy Workgroup**, a cross-divisional partnership between Johns Hopkins Medicine and Johns Hopkins University, steered the institution's response to local needs that emerged through the pandemic. The wide range of resulting efforts included hosting town halls to share information with targeted populations; briefing medical practitioners, elected officials, and leaders of small and large businesses; providing boxes of groceries and fresh produce to about 7,000 Baltimore residents per week through the East Baltimore Food Access Initiative (more than 2 million meals); and launching a collaboration between the School of Nursing and the Baltimore Neighbors Network to reach out to more than 3,000 older Baltimore residents.

Highlights from the 2020 Roadmap *

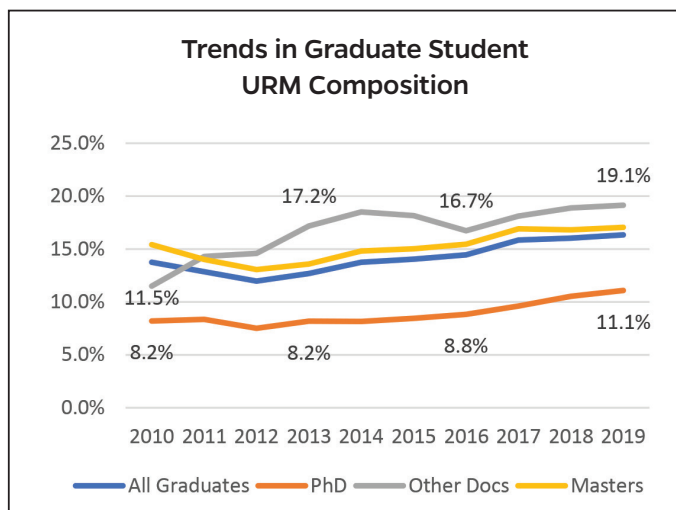
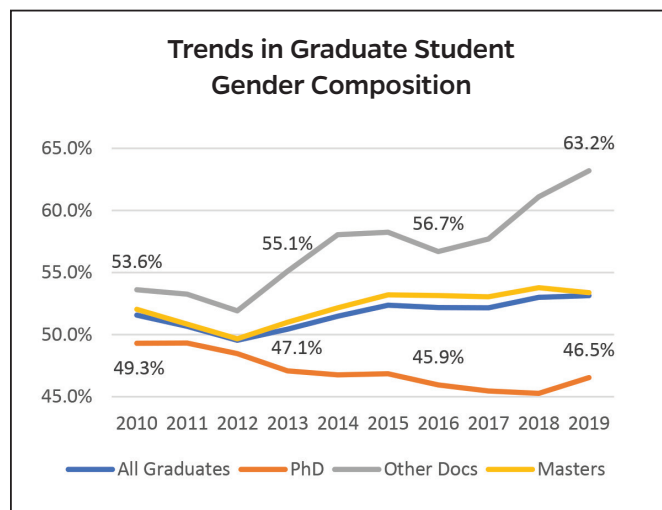
Faculty



Significant progress since the inception of the Faculty Diversity Initiative included:

- Recruiting 33 faculty members through the Target of Opportunity program
- Supporting visits from 30 professors or scholars who add diverse perspectives to our community
- Recruiting and mentoring 37 diverse Provost's Postdoctoral Fellows
- Establishing plans, created by each division, that specifically focus on increasing diversity in faculty hiring

Graduate Students



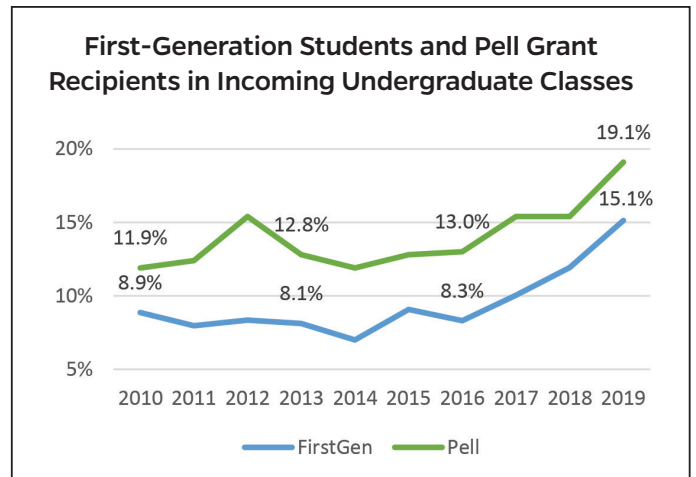
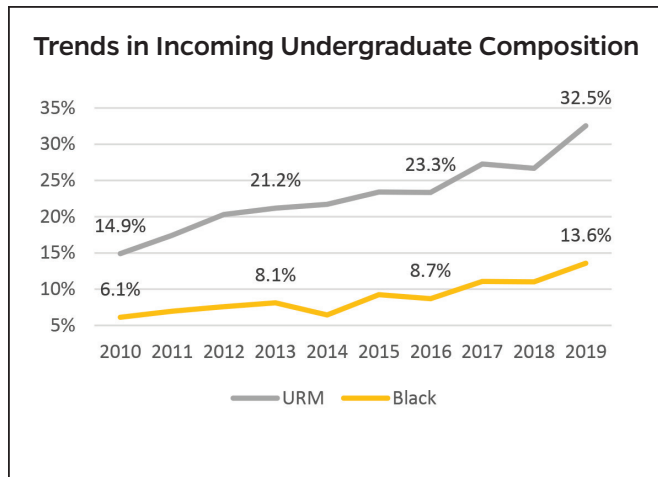
Significant progress in supporting graduate student diversity this year included:

- Developing universitywide policies for PhD students and their advisers focused on mentoring and professional development
- Hosting "Second look" visits for URM students interested in PhD programs at five divisions, broadening the focused recruitment effort for more than 150 students

*The bulk of these data and more are available on the [Reports and Resources](#) page of the Provost's Office website.

**Underrepresented minorities in higher education, as described by the National Center for Education Statistics, include individuals who identify as Black, African-American, Hispanic, American Indian or Alaska Native, Hawaiian or Other Pacific Islander.

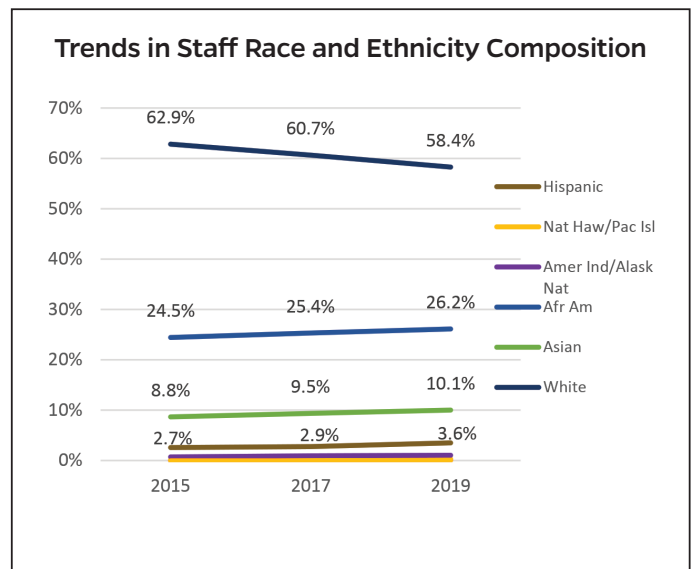
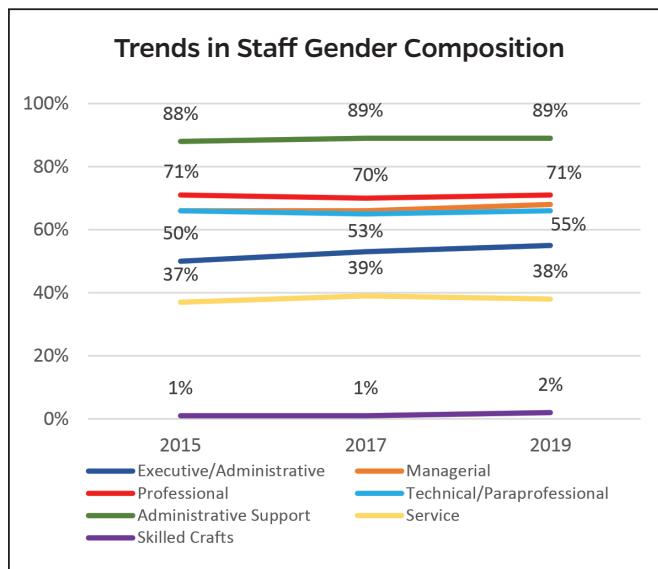
Undergraduate Students



Significant progress in supporting undergraduate diversity this year included:

- Announcing that Johns Hopkins had ended legacy admissions for undergraduate students, elevating our ability to educate talented students from all backgrounds
- Expanding programs for first-generation, limited-income students to close gaps in academic preparation and provide ongoing supports
- Opening a new, more accessible space for Student Disability Services

Staff



Significant progress in supporting staff diversity this year included:

- Developing a universitywide talent acquisition process
- Expanding HopkinsLocal as it enters its second phase to include higher-level job titles
- Enhancing supports for employees and their dependents, including expanding both the child care benefit program and the homebuying grants through the Live Near Your Work program