

JHU Roadmap on Diversity and Inclusion

October 2016



A Letter from President Ronald J. Daniels

Dear Faculty, Students, and Staff:

Over the past several months, we have been engaged in broad conversations about the roles of race, diversity, and inclusion on our campuses. These conversations were animated by concerns raised by members of our own community, a recognition that our progress in this area has been insufficient, and an unstinting belief that the excellence of Johns Hopkins depends on our success.

In early 2016, we released a draft of the *JHU Roadmap on Diversity and Inclusion*, a document intended to capture our priorities and ambitions, and to state in explicit and concrete terms our own institutional commitments. And we have spent the months since the release of the draft listening to you. In focused forums, meetings, emails, and deeply personal conversations, you offered thoughts on our successes and shortcomings, suggesting new approaches and new paths that will advance our agenda. I am grateful for your engagement and profoundly moved by your dedication to this institution and its future.

In our consultations, some have questioned the need for these efforts. I do not. As stewards of this university, we are singularly and unapologetically focused on sustaining its excellence. And, at a time when people and ideas flow freely and cross-pollinate in ever more surprising ways, our community must remain open to—and inclusive of—all. A rich diversity of people, background, experience, and thought is central to our work; to our missions of education, research, and service; and to our commitment to freedom of inquiry and expression.

Today, conversations about diversity at Johns Hopkins echo those voiced over many decades. No institution is a blank slate, and ours today reflects and embodies our previous choices, and those of the society around us. Contemporary calls for hiring more African-American faculty, better promotion opportunities for staff, and a strengthened campus climate echo those made in previous decades, and raise legitimate questions about the depth and steadfastness of our commitment to change.

We do not undertake these efforts described in this document in a vacuum; a rising national dialogue stands as a potent backdrop to our work. Across this country, other colleges and universities are wrestling with the questions we face: how to reach as broadly as possible when recruiting students, faculty, and staff; how to provide opportunities that allow all members of our community to thrive; how to broaden the scope of our education and research missions to be more inclusive of all; and how to create an intellectual and social environment that supports our entire community. As we answer these questions at Johns Hopkins, we will look to best practices at other institutions, borrowing good ideas when relevant. But in the end, the paths we choose to follow must be our own.

We launch this *Roadmap* at a time when our home city, Baltimore, is still reeling from tragic and dispiriting events—including the death of 25-year-old Freddie Gray in police custody, and a Department of Justice report that painfully details long-standing disparities in policing—and from an increasingly shared recognition of the disparities in citizen health and well-being that exist among our own neighborhoods. At Johns Hopkins, where so many of our neighbors learn and work on our campuses, the issues raised in our *Roadmap* cannot be separated from broader conversations about our city.

The *JHU Roadmap on Diversity and Inclusion* does not attempt to answer every question before us. Rather, it is intended to point us, urgently, toward a place where individuals will thrive on their own terms, and where we foster the kind of academic pursuit that attracts and supports a broadly diverse community. There are no easy paths to this goal, and the work before us will take a frustrating amount of time. But it is absolutely essential for the long-term excellence of this institution, and I remain confident in our collective ability to evoke important change.

The following document, which has been endorsed by the university's board of trustees, will be included among the governing policies and practices of this institution. It will, no doubt, evolve over time to reflect new and emerging approaches to diversity. But it will stand as a core accountability framework, where our progress—our successes, and failures—is subject to periodic evaluation and public accountability.

Thank you for helping us use this moment as a catalyst for lasting reform.

A handwritten signature in black ink, appearing to read "David Daniel". The signature is written in a cursive, flowing style with a large initial "D" and a long, sweeping underline.

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I. Prologue

Diversity of people, thought, and experience and the inclusion of all members of the Johns Hopkins community are vital to the fulfillment of our university's purpose of critical inquiry and discovery, and implicate virtually every component of our academic, research, and service missions.

For our community, discussions of the fundamental values of diversity and inclusion cannot be separated from the broader conversation that has been taking place since the inception of the university. Johns Hopkins was founded just 11 years after the end of the Civil War, 30 miles south of the Mason-Dixon Line, through the bequest of an abolitionist whose name we carry. The premium we place on academic excellence, independence of thought, and equality of opportunity can be traced to ideas that were evident in our first days.

There is much of which we should be proud. It would be disingenuous, however, to suggest that these ideals were fully developed at our founding, or that we have always been steadfast in our pursuit of them.

We mark important milestones, such as the admission of women in the School of Medicine from its beginning in 1893, or the 1973 appointment in the School of Arts and Sciences of the first African-American faculty member to receive tenure. But we also recognize that these milestones did not immediately translate into the widespread adoption of equitable practices across the university. Underrepresented groups on our campuses—including faculty, students, and staff of color; women; LGBTQ individuals; religious minorities; and people with disabilities—have, at times, faced the kinds of inequity that plague our broader society.

Today, our university is more starkly aware than ever of the challenges that loom large before us, including the recent national turmoil over race and racism that highlights cleavages in our own society. The names of U.S. communities—Ferguson, Staten Island, Cleveland, Baton Rouge, Tulsa, and our own Baltimore—have become tragic shorthand for incidents that represent for many a fatal disregard for black people. The country continues to wrestle painfully with the impact of long-standing exclusionary efforts including school and housing segregation, mass incarceration, and inequities in policing, wages, and health care. And far too often, we hear about, or witness, destructive acts of hatred and bias, whether aimed at a nightclub in Orlando, a young man in a hoodie, or a colleague in a head scarf.

In the fall of 2015, as protests over issues of diversity and inclusion erupted at universities across the country, JHU students—led by the undergraduate Black Student Union—joined in solidarity, raising their concerns about our own campus community. (The BSU's list of demands is included in the Appendix.) That protest and the public forum that followed led JHU leadership to create the *Roadmap on Diversity and Inclusion* to articulate a shared understanding of the university's focus and priorities.

Many of the efforts mentioned in the *Roadmap* predate the report itself. By fall 2015, the university had developed significant programs to promote inclusion on campus and in Baltimore, and to foster broad diversity, recognizing its fundamental importance to our pursuit of excellence. Among these programs were Hop-In, launched in summer 2015 to help groups of undergraduate students adjust to campus before their freshman year; HopkinsLocal, a Baltimore-focused economic inclusion initiative that followed a few months later; and the comprehensive Faculty Diversity Initiative that also began that fall.

These programs demonstrate our determination to strengthen the broad diversity of our community, the opportunities available on our campuses, and the climate in which we work and learn. There is much more to do. At a university where diversity of people and of perspectives is essential to critical inquiry and robust debate, to our very ideals of excellence, our campus environment must be vigilant in supporting the full participation of students, faculty, and staff of every race, color, ethnicity, sex, gender, gender identity or expression, marital status, religion, sexual orientation, age, disability, veteran status, socioeconomic status, and political viewpoint.

Our *Roadmap* and all related activities will be framed in this context, cognizant of our past and present shortcomings, aligned with the actions that have helped shift our course, and focused on long-term efforts to pursue, promote, and sustain excellence—through diversity—across our campuses.

Executive Summary



II. Executive Summary

The *JHU Roadmap on Diversity and Inclusion* articulates our institutional commitment to the equal dignity and worth of all persons. This commitment, expressed in several key institutional documents over time, including the university's *Ten by Twenty*, requires us to seek broad diversity within our community and to cultivate an environment that allows each member of our community to feel valued, engaged, and empowered to succeed.

This *Roadmap* sets out a wide range of initiatives to achieve that goal. Our ultimate success depends not on any single project but on a sustained and systemic effort across our strategic priorities to achieve greater diversity of membership in the JHU community, improve opportunity for JHU community members of all backgrounds, enable robust engagement with diverse viewpoints, and foster a climate of respect.

Our aims are also informed by extensive feedback collected from our community through meetings and emails after the publication of the draft *Roadmap*. While many respondents applauded the university's effort or the values captured in the document, others questioned the need for this effort or expressed doubt over the extent of our conviction, given the mixed success of previous efforts in this arena. Among the common threads that emerged in feedback were a desire to focus not just on the recruitment of diverse faculty, students, and staff but also on their retention and development, and a consensus that we must be clear in our aims and accountable to our community.

The idea of the *Roadmap* is not only to articulate our values and principles or to acknowledge a complex and tarnished history but to drive the work—to break the cycle of disconnect between aspiration and substantive change through a specific and systemic approach. Mindful that it captures only a point in time, the *Roadmap* is built around specific action items across every key area of university work and life. A summary of the main sections of the document follows.

- **Restatement of Principles.** Several of the university's key statements of principle implicate issues of equity. The university plans to reassess these statements and express a renewed commitment around diversity, equity, and inclusion, articulating these fundamental values, why they matter, and how they are woven into our mission. A core team of leaders has begun work on the updated statement and, with support from an advisory committee and broad community input, will produce a new draft for board of trustee endorsement in spring 2017.
- **Faculty.** Diversity of people and thought is necessary for the university to fulfill its mission of critical inquiry and discovery. We aim to locate, attract, and retain the best and most talented faculty, representing a broad array of backgrounds, thought, and experience. But over 50 years, despite purposeful efforts such as the Mosaic Initiative, our progress has been limited, driven largely by individual faculty leaders.

In 2015, we launched the Faculty Diversity Initiative (FDI), a \$25 million comprehensive effort to reorient faculty search and hiring practices, ensuring searches stretch beyond our customary networks; and to fund efforts that support and sustain a more diverse faculty community. While many disciplines face a narrow pipeline of candidates from traditionally underrepresented backgrounds, we are hopeful the FDI will broaden the pathways through which top candidates are discovered. An increased focus on faculty mentoring will also support the aims of the FDI. Finally, reporting and accountability requirements, key tenets of this effort, represent a departure from previous faculty diversity efforts. In the first year of the FDI, the university produced a report summarizing the diversity of our faculty at the divisional and departmental level, and committed to providing biennial progress reports. It also called together all university department chairs to discuss this effort and best practices around diversity.

- **Students.** Following a concerted effort to strengthen the recruitment and retention of underrepresented minorities (URM), first-generation students, and other diverse groups within our student population, the university has seen significant gains in undergraduate student diversity and URM student achievement. In recent years, we have seen noteworthy—but inconsistent—improvements in the six-year degree completion rates for URM students.

Among the programs bolstering our student support are those focused on mentoring and engagement, such as MAPP, JUMP, and Hop-In. On the Homewood campus, a 2016 restructuring brought together several key offices (Multicultural Affairs, LGBTQ Life, Gender Equity, Campus Ministries) under the Homewood Centers for Community, Diversity and Inclusion to support the many facets of diversity, intersecting identities, and inclusion. The university is also continuing to enhance the training required for first-year undergraduates and the students who work most closely with them. Finally, the university is working to eliminate barriers to participation by minority students in research and other experiences outside the classroom and to increase their interest in and capacity for professional and graduate study.

For graduate students, trainees, and postdoctoral scholars, the university recognizes its role in building a more diverse pipeline of academic talent that will shape the future of higher education, and has invested in recruitment and retention initiatives to boost the enrollment and support of graduate students, trainees, and postdocs from traditionally underrepresented groups. As funding is a particular challenge for graduate students, we are continuing to reduce financial barriers to achievement, expanding scholarship pools and funding

opportunities for those affiliated with underrepresented minority groups. As they find their intellectual home at Johns Hopkins, our graduate students, trainees, and postdocs need a community in which they can thrive while developing the skills and contacts necessary for the next steps in their careers. We are working to provide campus resources that will support professional and academic pursuits.

- **Staff.** Building a diverse community of staff is essential to our research, teaching, patient care, and service missions and fundamental to our belief in equity of opportunity. Since fall 2010, the percentages of URMs have increased at all levels of our staff, but more work is needed to improve recruitment, retention, and career development. The university is working closely with the Johns Hopkins Health System to expand programs and partnerships that draw entry-level talent and broaden community outreach in Baltimore, and we are launching an initiative to adopt best practices in diverse hiring and recruiting at every level.

Current career development opportunities include programs such as the Research Administration Training Program, which is intentional in its recruitment of women and underrepresented minorities, and the Diversity Mentor Program, a newer initiative that we are working to improve and expand beyond University Administration Finance. In response to our employees' requests and concerns, we have overhauled several aspects of our benefits program, including by providing more equitable health care and marriage/domestic partner benefits. Finally, we are strengthening our offerings for health, wellness, and family support, and enhancing the training of our staff and managers so that they are better equipped to recruit and support the development of a diverse workforce.

- **Education.** With nine academic divisions encompassing a broad scope of disciplines and scholarly activities, our university offers dynamic academic programs that expose students to a wide range of human experience and perspectives in a comprehensive and rigorous manner. The undergraduate curriculum has neither a single required course nor any required competency for diversity. However, a review by the Krieger School of Arts and Sciences (KSAS) of nearly 15,000 courses and sections offered over seven years showed that approximately 60 percent of undergraduates from KSAS and 25 percent from the Whiting School of Engineering (WSE) took at least one course that dealt with issues of gender, sexuality, religion, race, or ethnicity.

One key step we are taking in this area is the launch, in spring 2017, of the second Commission on Undergraduate Education (CUE2). The commission will be asked to assess the current state of undergraduate life at Johns Hopkins and to

provide recommendations on, among other topics, how best to prepare students to understand and navigate an increasingly complex and multicultural world. A second step that is now under way is a comprehensive review of centers and programs in KSAS, including the Center for Africana Studies, to consider how best to strengthen their role and presence.

- **Climate, Culture, and Community.** Building an inclusive community requires fostering an environment that values diversity and demonstrates inclusion; facilitating activities that promote engagement with a diverse spectrum of people and views; equipping our faculty, students, and staff to engage thoughtfully and respectfully with each other; and providing the resources necessary to handle incidents related to bias, harassment, and discrimination—all in a setting that commands scrupulous fidelity to our commitment to academic freedom.

We are providing programs that are aimed at reducing conscious and unconscious bias, preventing discrimination and harassment, and helping manage issues related to diversity and inclusion in the workplace. We also are expanding campus programs and enrichment opportunities that explore issues of race and culture to educate and challenge our community. Examples of these opportunities include the ongoing JHU Forums on Race in America lecture series, which launched in 2015, and a fall 2016 Bloomberg School of Public Health (BSPH) symposium titled *Violence Against LGBTQ Populations: The Public Health Response*. On a local level, our divisions have created new ways to advance related conversations. Johns Hopkins Medicine hosted dozens of community forums after the unrest in Baltimore in spring 2015, for example, and the Homewood schools appointed an associate dean for diversity and inclusion in 2016.

Recognizing that legacies of our past continue to shape our present interactions, we also are focused on deepening our collective understanding of the history of our university, including through the multifaceted Hopkins Retrospective, which among other initiatives, helped create signage exploring the history of slavery on the land that became the Homewood campus. Also, our alumni community is purposefully strengthening relationships with diverse alumni populations.

As our community is not immune from instances of serious prejudice and bigotry, we are also ensuring the availability of responsive channels through which to file complaints and seek action, intervention, or support in a manner that is appropriately attentive to the university's commitment to academic freedom and open debate. To advance this expansive work, we will form a universitywide workgroup to assess and recommend cultural competency programs, launch a diversity council for the Homewood campus (adding to seven other divisional

diversity councils), and offer new websites focused on diversity and inclusion, institutional equity, and accessibility for those with disabilities.

- **Engaging with Baltimore.** The relationship between Johns Hopkins and Baltimore has not been uncomplicated. But over the past several years, our commitments and partnerships with organizations across the city have grown deeper and more robust. In a diverse city that grapples with issues of racial and economic disparities, we, as an anchor institution, must find ways to be more inclusive and representative of the communities around us.

HopkinsLocal, the economic inclusion initiative we launched in 2015, has developed a set of specific, measurable commitments to increase our local hiring, purchasing, and contracting, expanding the opportunities available to Baltimore's residents and its minority- and women-owned businesses. These commitments represent not a project-by-project shift in approach but a systematic change across the institution. This effort also sparked significant interest among other Baltimore businesses looking to amplify the impact of that work, including those led by members of our board of trustees. In spring 2016, we launched BLocal through which we and 24 other partners agreed to an incremental three-year investment of at least \$69 million into Baltimore's economy.

In addition, Johns Hopkins' support of the East Baltimore Development Initiative (EBDI)—now Eager Park—and the Homewood Community Partners Initiative (HCPI) has included significant financial investments, leadership commitment, and creative approaches to key elements such as housing creation and retail development. We have also intensified our work with several local schools, including the Henderson-Hopkins School, Barclay Elementary/Middle School, and the newly launched P-TECH at Dunbar High School. And we have supported key faculty initiatives that bolster the success of the city and its residents, from a data-driven violence prevention program with police, to the meaningful community partnerships forged through the Urban Health Institute. As we continue to advance these efforts, we will also work to provide transparency around our progress, regularly reporting out on efforts such as economic inclusion.

By clearly identifying our objectives, the *Roadmap* itself will help our community hold us accountable to our commitments in the months and years ahead. We will also employ a variety of mechanisms for accountability—surveys, data, periodic reports, and opportunities for community input—to quantify or redirect our work. Finally, and critically, this document was presented to the university's board of trustees for endorsement, ensuring that current commitments are embedded in the strategic priorities of the institution.

Building the Roadmap



III. Building the Roadmap

Our Commitment

Johns Hopkins University is committed to the equal dignity and worth of all persons—inclusive of race, color, ethnicity, sex, gender, gender identity or expression, marital status, religion, sexual orientation, age, disability, veteran status, socioeconomic status, and political viewpoint.

Our commitment to these values is expressed in several key documents developed over more than a decade, including our diversity statement and our *Ten by Twenty*, which articulates a dedication to “guaranteeing equal opportunity for every person in our community, and the recruitment and retention of women and underrepresented minorities [URM], including into positions of leadership.”

In the context of three pillars of the *Ten by Twenty*, the *Roadmap* is about **Individual Excellence**, finding new ways to attract the most talented faculty, students, and staff, and then to nurture their success; it is rooted in a **Commitment to our Communities**, recognizing that our work within Baltimore can cultivate new opportunities for all; and it is necessarily a **One University** endeavor, requiring purposeful commitment from every division and department.

The *Roadmap* is intended to articulate and deepen our institutional commitment to our core values. Our vision for diversity at Johns Hopkins is for our community to reflect the broad array of human differences found in our society at large. This diversity advances the university’s fundamental role in cultivating students’ capacity for learning—from classes, classmates, and colleagues—and serves as a distinguishing factor in our success. The achievement of this ideal will depend on our ability to create and nourish an environment and culture where people from all backgrounds feel valued, engaged, and empowered to succeed.

We approach the challenge of meaningful change not as a single initiative or moment in time. Rather, this must be a sustained effort across the full range of our strategic priorities, undertaken with the complete support of our university leadership, including our deans, cabinet, and board of trustees, and communicated within our community in a manner that reflects the ethos and aspiration of this endeavor.

Components of Change

As we embark on this effort, it is useful to be explicit about our aims. This *Roadmap* is informed by the experience of our own institution and by the academic literature, both of which call our attention to four goals in particular:

- **Achieving greater diversity of membership in the JHU community.** Across our history, access to the university has been impaired by a range of explicit and implicit societal barriers that impact minorities unequally (Bowen and Bok, 1998; Strohl, 2013). As our excellence and ability to achieve our mission is directly linked to incor-

porating differing perspectives, we have a compelling interest in surmounting these barriers, committing ourselves to recruiting, supporting, and retaining individuals from a spectrum of populations and life experiences. Only through these actions can we build an academic environment that both reflects and models the intellectual strength of our diverse world.

- **Improving opportunity for JHU community members of all backgrounds.** Improving our diversity of membership is necessary but not sufficient (Pike & Kuh, 2006). After welcoming a diverse group of people to our community, we must be able to ensure their meaningful and continuing participation in the myriad pathways through which faculty, students, and staff can flourish and advance.
- **Enabling robust engagement with diverse viewpoints.** As an academic institution, it is important to vindicate a vision of diversity that speaks not only to participation but also to the fostering of discussion and debate about complex underlying issues (Saenz et al., 2006; Gurin et al., 2009). We strive to create an environment in which we understand, value, and learn from each other, and can realize the benefits of diverse and divergent views and perspectives. A deep and robust commitment to academic freedom is a necessary foundation for diversity to thrive.
- **Fostering a climate of respect.** We must commit ourselves to a climate that embraces diversity, promotes inclusion, encourages civility, and sustains open dialogue and free expression (Saenz et al., 2006). This is especially critical at a time when social media and other forums enable anonymous, unaccountable hostility.

Feedback to the Roadmap

A critical aspect of the development of the *Roadmap* has been the input of the university community, gathered over the past several months electronically and in person. These comments have strengthened the final document immeasurably. Following the release of the draft *Roadmap* in February 2016, individuals across the university responded with their ideas, critiques, and feedback. The university received more than 100 substantive individual responses through email and a feedback form available on the Provost's Office website. In addition, 30 distinct groups of faculty, students, or staff provided feedback, often to the president, provost, or other university leaders, through meetings, open forums, and private conversations.

The feedback reflected a wide range of perspectives on issues of diversity and inclusion. Many respondents applauded the university's overarching effort or the specific values, ideas, and projects described within the draft document, expressing a strong belief in the importance of this work, disappointment in previous lack of progress, or a strong desire to do more. Others doubted the need for any focus on diversity at all, questioning whether the

efforts would compromise the university's standards and whether they represent a political concession to specific groups on campus. Still other commenters questioned the university's conviction, the specificity of its plans, and its long-term willingness to see its commitments to fruition. There were some common values expressed across the varied perspectives, including the sense that JHU should welcome outstanding learners, scholars, and employees regardless of their backgrounds; that discrimination should not be tolerated; and that in its constant pursuit of excellence, JHU should be a place where free expression and rigorous debate are treasured.

Certain ideas or themes were repeated several times. They include a desire to focus not just on the recruitment of a diverse community of faculty, students, and staff but also on their retention, particularly through mentorship and professional development opportunities; an interest in seeing more diverse leadership at every level of the university, from midlevel to senior ranks; a concern about broadening the intellectual diversity on campus; and a general consensus that the university must be clear in its aims and accountable to the community through data, metrics, timelines, and regular reporting on progress.

Not unexpectedly, there were differences in priorities expressed. For example, several respondents wanted the *Roadmap* to more fully represent the black experience on campus. Others expressed that diversity—and this document—must be understood broadly, incorporating the full spectrum of our community. Many comments touched on the need for more training around cultural competence and/or unconscious bias for faculty, students, and staff, but there was disagreement over whether that training should be mandatory and whether, if offered, it would be rigorous and effective.

This feedback was considered carefully and assessed against the draft *Roadmap* and the university's key commitments. The cumulative input led to shifts in approach in the document—an added focus on graduate students and trainees, for example, after hearing that the student section felt too undergraduate-centered—and key revisions, such as increased attention to the specific efforts of our divisions. Some material, including the goals driving our work, has not changed from the original draft and not every comment, idea, or approach was incorporated. Every section of the final *Roadmap*, however, attempts to incorporate significant revisions based on the input of our community.

Accountability

We recognize there is a marked familiarity in some of the issues we are confronting on campus today, and the sense—among our alumni and long-standing faculty, especially—that we have been here before. This *Roadmap*, therefore, not only states our commitments and actions around diversity, equity, and inclusion in clear and unequivocal terms, it also ensures

that we will be held accountable for our ambitions by the university community and the governing structures of the institution.

In this respect, the *Roadmap* has been endorsed by the university's board of trustees, providing a clear mandate from the highest level of university governance for our work. Our trustees' endorsement means that our commitments are not ephemeral promises, subject to the trends of the moment or the dedication of individual leaders. Rather, this document, and the deliberative process used to develop it, is meant to foster steady, tangible, and demonstrable change.

At times, success will be hard to quantify, particularly because we will employ neither quotas nor identity-based targets that are legally impermissible. Our efforts will also necessarily align with other important principles. We will not compromise in our pursuit of excellence—indeed, our commitments to diversity and inclusion are intended to achieve heightened excellence. Nor, in our pursuit of these commitments, will we recede from other foundational tenets of the university, such as our bedrock commitment to academic freedom.

To measure our progress and foster accountability in the months and years ahead, we will use data gleaned from a number of different sources, including, where appropriate, periodic surveys of various campus communities. While data alone cannot paint a complete picture of our community or adequately capture progress toward our ultimate aims, a focus on data collection and analysis will allow us to track improvement in particular areas, such as the diversity of our entering classes or faculty ranks, satisfaction with campus climate, the use and effectiveness of various trainings, or the trend in reports of discrimination or bias. Transparency will be a driving force in our sustained progress, and we will also provide timely and pertinent reports and updates with sufficient details to allow assessment of progress. And we will provide opportunities for our students, faculty, and staff to continue to inform us of their perceptions of progress and to help steer our work.

From these mechanisms for accountability—surveys, data, periodic reports, and opportunities for input—we will share key results with the university community, including through postings on a new diversity website (diversity.jhu.edu).

Restatement of Principles



IV. Restatement of Principles

In the past decade, the university has offered several key statements of principle that implicate issues of equity and inclusion. Most prominently, the Johns Hopkins Institutions Diversity and Inclusion Statement, first issued in spring 2006, declares ours to be “a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence” and recognizes that “the responsibility for excellence, diversity, and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff, and students.” The Principles for Ensuring Equity, Civility, and Respect for All, issued that same year, express the university’s vision of “a university culture that is without illegal discrimination and embraces both equity and diversity.” The University Statement on Equal Opportunity attests to our commitment “to providing qualified individuals access to all academic and employment programs, benefits, and activities on the basis of demonstrated ability, performance, and merit without regard to personal factors that are irrelevant to the program involved.”

Finally, in the *Ten by Twenty*, an articulation of the university’s priorities released in 2013, we affirmed that “Johns Hopkins is dedicated to guaranteeing equal opportunity for every person in our community, and the recruitment and retention of women and underrepresented minorities, including into positions of leadership.” Other statements of principle—from stand-alone divisional statements to declarations made within major university reports—call out the importance of diversity to our institution.

To some extent, each of these statements is a response to the challenges of their particular moments, even as they describe foundational commitments and lasting values.

In light of an evolving national and campus conversation, we will review these statements to eliminate the fragmented nature of our commitments and to express a simple, clear, and compelling universitywide conviction around diversity, equity, and inclusion. This overarching statement will help articulate these core values, why they matter, and how they are woven inextricably into our mission and other principles that animate our university, such as individual excellence and academic freedom. If the *Roadmap* provides a plan of action, this affirmative public statement of principle can serve as a guiding compass.

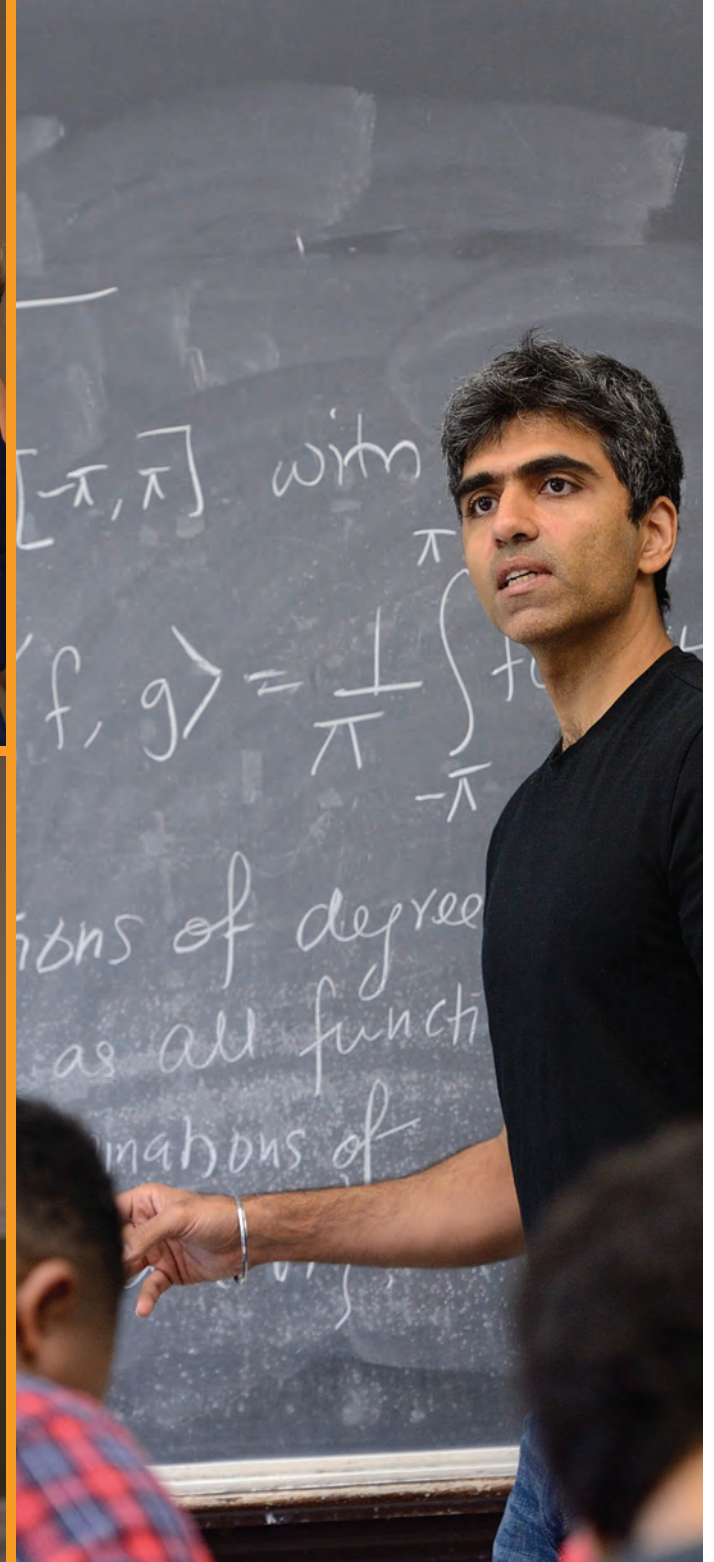
Next steps

In the spring and summer of 2016, the president and provost, working closely with the vice provost for institutional equity, initiated a review of all existing Johns Hopkins statements concerning diversity and inclusion. As part of this review, similar statements at peer institutions are being evaluated. This fall, a core team of university leaders—the president, provost, chief diversity officer, and chair of the Diversity Leadership Council—will spearhead an effort to develop a new overarching statement of principles for the university, with input from an

advisory committee of faculty, students, and staff, and ultimately the broader Johns Hopkins community.

A draft of the new statement of principles will be posted by the end of the 2016 calendar year, with an invitation to provide input online or through in-person discussion sessions in early 2017. A final statement will be submitted for the endorsement of the deans, university leadership, and the board of trustees by the end of this academic year. The statement then will be included in relevant governing documents and posted to the university website.

Faculty



V. Faculty

Great universities are at their best when they bring together scholars and students from a wide variety of backgrounds and perspectives in an atmosphere of free and open inquiry that encourages the fertile and vigorous pursuit of a variety of ideas. For the university to fulfill its purpose of critical inquiry and discovery, diversity of people and of thought is not a luxury; it is a necessity. Our goal in this area is to locate, attract, and retain the best and most talented faculty, representing a broad array of backgrounds, thought, and experiences. In the best tradition of our university, we will continue to rely on schools and departments to develop new and innovative ways to strengthen our recruitment and retention of a diverse faculty. To support these efforts, the university will provide increased support for the sharing and amplification of effective strategies and best practices developed by schools and departments. In this manner, the *Roadmap* builds on our traditions of local experimentation and leadership.

For the past 50 years, the university has declared its support for the goal of increasing faculty diversity. However, in truth, our efforts in vindicating this goal have been ad hoc and episodic, and our progress has often resulted from external pressures or from the courage and determination of individual faculty leaders who understood faculty diversity as a *sine qua non* of excellence.

In 2008 we launched the Mosaic Initiative, a five-year, \$5 million effort to support the recruitment of diverse faculty universitywide. Mosaic yielded some success, resulting in the appointment of 38 underrepresented minority (URM) faculty and STEM-focused women faculty across the university. Upon review of program outcomes in 2015, however, it became clear that only a few departments had drawn on program funds, and many departments saw little or no impact. Even more distressing, retention data also showed no net increase in URM faculty at the conclusion of the program and only a small net gain in women faculty, a situation that was most acute in the Homewood schools.

From 2009 to 2015, our percentage of URM full-time faculty increased from 6 to 8 percent. Despite this increase, exit interviews, faculty focus groups, and surveys (e.g., COACHE) of URM faculty members who left during this time reveal serious challenges. Many of these faculty expressed concerns about isolation; excessive service demands that placed strains on their ability to engage in research; few or no networking, mentoring, and professional development opportunities; and perceived racial or ethnic bias—implicit and explicit—from colleagues and students. Thus, our recruitment efforts need to be complemented by a commensurate emphasis on retention and climate.

With regard to women faculty, our progress in reducing barriers to entry has been stronger, but continued vigilance and effort are required. For example, in 2015, the School of Medicine marked an important milestone when the number of women full professors surpassed 200, up from 100 in 2003. Across all divisions, women faculty make up 24 percent of all full professors, a significant increase from 18 percent in 2003. But we are still far from where we want to be.

The lessons gained from Mosaic are instructive in framing our current commitments. First, strategic investments, even if incremental, can assist in catalyzing recruitment of diverse faculty but are insufficient for sustained progress. Because responsibility for faculty hiring is widely distributed within the university, systemic change will occur only if there is commitment throughout the faculty and across disciplines and levels of seniority. Second, because faculty hiring decisions have traditionally been shaped by formal and informal practices that vary across the university and can disadvantage diverse candidates, we must adopt a broadly consistent approach to recruiting across the university. We must look proactively beyond usual and familiar networks for top-tier candidates and tackle more forthrightly the biases—conscious and unconscious—that can subvert our search processes.

Our review of the Mosaic program also underscores the extent to which our aspirations for a diverse faculty are complicated by factors outside Johns Hopkins, including the limited pools of prospective URM faculty members in many disciplines and the currently narrow pipeline of minority scholars and teachers across higher education. For instance, in fall 2013, approximately 6 percent of full-time faculty members at degree-granting post-secondary institutions nationwide were black, and another 5 percent were Hispanic. In 2012–13, U.S. universities conferred 9 percent of doctoral degrees on U.S. citizens who were black and 6 percent on Hispanics, with sharp differences in the pools of candidates across disciplines. And while the share of degrees (bachelor's, master's, doctoral) earned by URM students across all fields has been rising over the past decades, their share of doctorates in science and engineering has flattened at about 7 percent.

This limited pool has fostered an increasingly competitive recruiting environment among our peer institutions. As universities recognize the importance of cultivating a diverse faculty, they are increasing their efforts to recruit candidates from the existing pool of prospective faculty members. But these efforts do little to expand the pool itself. We (and our peer universities) must do more to develop the pipeline of talented URM scholars, increasing our outreach to talented undergraduate minority students to encourage entry into graduate programs, and strengthening the mentoring and support available in our graduate programs and postdoctoral opportunities (as further described in the section on Students).

Our final lesson from Mosaic is the need for focused attention on climate and retention. We will be successful in retaining the outstanding and diverse scholars whom we recruit to Johns Hopkins only if we create a welcoming and supportive environment that nurtures professional and academic development and creates opportunities for collaboration and bridge building within and across departments.

What we are doing

Faculty Diversity Initiative

The Faculty Diversity Initiative (FDI) is a cornerstone of Johns Hopkins' diversity and inclusion efforts. It recognizes the fact that changes in the composition of our faculty in turn impact the student body, campus climate, research, and pipeline of graduate students.

The FDI was launched in fall 2015, the product of a yearlong effort to develop a multifaceted approach to faculty recruitment and retention. With support from all our deans, the university has committed more than \$25 million in funding to this effort over five years. The FDI has two overarching goals: to reorient faculty search and hiring practices, ensuring searches stretch beyond our customary networks to include new and diverse sources of talented candidates; and to provide resources that can support and sustain a more diverse faculty community. By looking beyond familiar horizons for new colleagues, we are confident that we can enhance both the excellence and diversity of our faculty.

The FDI comprises five key components, all of which are now underway:

- **Enhanced faculty search processes.** Maintaining the excellence of our faculty requires casting the net for academic talent as broadly as possible. To support this goal, each academic division has prepared a faculty diversity action plan that incorporates best practices in several key areas and is tailored to local circumstances. These plans have been broadly distributed within the schools so that chairs, directors, and search committee members are aware of expected practices. They will be available on the diversity website at diversity.jhu.edu. These defined best practices include cultivation of candidate pools that reflect the diversity of available candidates; search committee training to eliminate unconscious bias in hiring; participation of trained diversity advocates on search committees; oversight of candidate lists by divisional leadership; and reporting on search practices and activities.

The hiring of any new faculty is—and will continue to be—a collegial and department-based decision. The FDI is predicated on supporting and inspiring departmental leadership in this area. Our faculty, as experts in their respective fields, are best able to enhance the excellence of their departments through greater diversity, and the local commitment to this initiative is essential for its ultimate and lasting success. We are determined that our commitments not be viewed as empty or aspirational; rather, they are meant to affect behaviors and outcomes.

Furthermore, we are deploying additional tools and resources that will assist schools and departments to administer faculty searches and manage newly implemented search practices (such as Interfolio and institutional subscriptions for unlimited job

postings in targeted publications). We expect that the use of these tools will increase the pool of highly qualified and diverse candidates for faculty and staff positions in all searches, broaden the visibility of our faculty position vacancies, and enhance our capacity to encourage candidates to apply. These tools will also increase the consistency of our recruiting practices across divisions and improve our ability to capture data around the effectiveness of our marketing efforts.

- **Target of Opportunity Program (TOP).** The Target of Opportunity Program provides funding that assists our academic divisions in recruiting diverse scholars—at any rank and of any background—for their distinguished academic skills and accomplishments, and for their ability to advance institutional excellence through diversity. Up to \$100,000 per faculty member per year, for a period of three years, may be used for salary, benefits, startup expenses, and other compensation costs. This program is designated for searches that fall outside the usual faculty recruiting cycle.

Between November 2015 and July 2016, divisions submitted 22 applications, and the university approved 15 requests. Of the approved 15 requests, 12 URM and women faculty were hired into positions across six divisions.

- **Visiting faculty funding.** Visiting scholars afford us the opportunity to increase the diversity of our academic community and cultivate collaborations that lead to future faculty appointments. Across the five years of the FDI, we have committed over \$700,000 for divisions to invite and support more visiting scholars, with discretion over the scholars' length of stay and activities. In the first year of the program, five divisions received funding for five visiting faculty.
- **Diversity Postdoctoral Fellowship Program.** This program seeks to locate, promote, and nurture the outstanding work of diverse early career postdoctoral scholars at Johns Hopkins. By providing each fellow with a salary, benefits, research support, training, mentoring, and networking opportunities, the university prepares trainees for faculty positions at Johns Hopkins or elsewhere. In its first year, this program focused on current university postdocs who were nominated by a faculty member, showed great promise, and whose engagement would advance institutional diversity objectives, with priority consideration to fields where there are fewer women or underrepresented minorities and individuals whose funding had been exhausted. This competitive program received 51 nominations, and the university provided funding to eight fellows across three divisions. In addition, FDI funded three programs in 2016 to support professional development activities for postdoctoral scholars.

- **Diversity and inclusion faculty research award.** The Provost's Prize for Faculty Excellence in Diversity is a new, annual \$50,000 award that recognizes a full-time faculty member who has made meaningful scholarly or creative contributions related to diversity and inclusion across a broad spectrum of disciplines. For this award, diversity is broadly defined, including issues related to underrepresented minorities, women, gender identity, sexual orientation, viewpoint, disability, and other considerations. In spring 2016, the faculty selection committee received 14 nominations of outstanding and diverse JHU faculty from five schools, and awarded both a prize winner and a finalist.

Reporting and accountability are central tenets of the FDI.

The Office of the Provost in fall 2016 released an inaugural report of faculty composition by rank at the divisional and departmental level across the university. We believe that the dissemination of these data on such a disaggregated basis stands as a critical (and, as against peers, novel) mechanism for bonding our commitment to measurable change. With the publication of the 2016 report, we have a clearly defined baseline against which we can track progress and convey our accountability to the community.

A draft of these data was reviewed in spring 2016 at an unprecedented meeting of department chairs and other academic leaders from across the entire university. The goal of the all-chairs workshop was to heighten appreciation for, and accountability surrounding, our faculty diversity efforts. In addition to facilitating discussions surrounding best practices and strategies for recruiting diverse faculty, the meeting helped identify colleagues across the university who may be able to share best practices for faculty recruitment.

Cluster Hiring

We are increasing our use of innovative strategies to accelerate progress, such as cluster hiring. This approach, which involves recruiting multiple scholars into one or more departments based on shared, interdisciplinary research interests, has proved effective in not only increasing faculty diversity but also building immediate strength in fields of strategic importance, and stimulating support and collaboration among faculty members. This year, for example, the Krieger School advertised four faculty positions connected to the Center for Africana Studies, with expertise in African studies, African history, and African-American history. Two faculty in English and History have been recruited to date, with additional hiring ongoing. Given the long-standing interest that many community members have expressed in the flourishing of the center, we regard the recruitment of these colleagues as another important step in realizing our diversity agenda.

Faculty Mentoring

In late 2014, the university's schools were asked to develop comprehensive faculty mentoring programs designed to foster the development of early- and mid-career faculty members. The goal is to ensure that every junior faculty member will benefit from the advice and counsel of senior mentors aimed at creating the strongest possible foundation for future success. An integral part of the initiative is the recognition that underrepresented minority faculty members face distinctive challenges (such as excessive committee service or student advising demands) in the earliest stages of their careers that can undermine their professional development, and the need for workable strategies that anticipate and respond to these demands.

In spring 2015, each school submitted plans for enhancing their current faculty mentoring efforts. Implementation of these plans began in fall 2015, including one-to-one and group mentoring. In addition, the university expanded the Master Mentor program, started at the School of Medicine, to include senior faculty from across the institution. The goal of the program is to create cohorts of experienced mentors who can champion the development of effective mentoring programming in their divisions. Other universitywide faculty mentoring activities include a revision of the JHU Principles of Mentoring, the establishment of a Task Force on Faculty Mentoring, and the establishment of the Award for Excellence in Faculty Mentoring in spring 2016.

Next steps

We will continue to implement, monitor, and strengthen the FDI and Faculty Mentoring Program over the next year. Among the key milestones we will reach over the next several months in our comprehensive efforts regarding faculty include:

- **Faculty mentoring survey results and website.** A preliminary analysis of data from a universitywide Faculty Mentoring Survey administered in 2015–16 has been prepared. In collaboration with the Faculty Mentoring Task Force, analyses will be completed and a public report will be distributed by the end of 2016, coupled with the launch of the planned faculty mentoring website.
- **Continued tracking of faculty data.** Following the release of the first JHU Report on Faculty Composition, we are committed to biannual production and publication of these data. The next report will be disseminated in the 2018–19 academic year, reflecting data as of November 2017.
- **Year two pipeline Postdoctoral Fellowship Program.** The second call for applications will occur in fall 2016. We are discussing methods for strengthening this program,

including whether to expand the application process to allow applications from faculty to sponsor candidates not already on campus.

- **Faculty climate.** The Provost's Office will continue to work with the divisions' vice deans of faculty to develop innovative, meaningful faculty support and address faculty climate issues, such as leadership training, the needs of dual career couples, training and support for junior faculty, and improving the experience for candidates whom we bring to campus.
- **Annual updates on divisional faculty diversity action plans.** The first set of faculty diversity action plans focused on operationalizing the best search practices identified in FDI. Annually, the Provost's Office will follow up on implementation and help promulgate innovative practices for improving the diversity of faculty pipelines, recruitment, and retention.

Students



VI. Students

Our commitment to the flourishing of our students—intellectually, morally, socially—is central to the university’s mission. For the university to discharge this responsibility, our undergraduate students, graduate students, and postdoctoral fellows must be exposed to a variety of new ideas and encouraged to engage with diverse people and ideas. Moreover, we recognize that our students’ success upon graduation—no matter what field they pursue—will depend on their ability to navigate competently through an increasingly multicultural society.

Today, as a university that values the rich diversity of our student body, we aim to create a culture where all students can engage freely, but we recognize that we must identify and grapple with the systemic structures and historical decisions that have affected our ability to fully achieve this goal. It is imperative that we not only identify strategies that lead toward a more diverse and inclusive campus climate but also cultivate an environment that affirms and recognizes the experiences of those who have been historically marginalized. The conversation of inclusion cannot be addressed without tackling the harsh realities of racism and other prejudices, which still prevail within our society and communities.

We know that our university is not immune to these insidious influences. We reflect and are subject to the same dynamics that affect our broader community, and our university was shaped in part by exclusionary policies. While women were accepted into the schools of Nursing and Medicine from their founding, and into other graduate programs in 1907, it was not until 1970 that the university accepted women undergraduates. We did not admit our first African-American undergraduate until 1945, and it was nearly another decade before the first African-American student roomed on the Homewood campus. In the mid-20th century, university leaders also implemented a faith-based quota that severely restricted the admission of Jewish students. And once women and minorities gained admission and made their way to our campuses, many struggled to be fully included within the Hopkins community, reporting incidents of marginalization, bias, and harassment. This history factors into our continuing efforts to shape and change our institutional practices, norms, and customs.

In recent years we have made meaningful strides in enhancing our efforts and increasing resources to ensure that all students have the support needed to flourish and succeed. For undergraduates on the Homewood and Peabody campuses, recent efforts to foster inclusion have involved strengthening our recruitment and admissions processes, expanding staffing for diversity initiatives, hiring leaders with professional expertise in diversity and inclusion, introducing new forms of diversity education, and developing greater pathways toward academic and personal success. For graduate students, we have focused on enhancing the strategies used to recruit a broadly diverse population, alleviating the financial burdens that can deter talented scholars, and cultivating an environment that is inclusive and can become an intellectual home.

What we are doing

Undergraduate Student Recruitment

Between 2009 and 2016, the number of Johns Hopkins undergraduate students identifying as underrepresented minorities (URM) in the incoming class increased from 12 to 23 percent, as the number of URM applications doubled. Within this class, 9 percent identified themselves as black, and 13 percent as Hispanic, up from 6 percent and 7 percent, respectively, in 2009. This significant advancement correlates closely with changes made to our recruitment program. For example:

- **New recruitment staffing model.** Our Office of Undergraduate Admissions introduced a new recruitment model four years ago. Whereas the previous model had two diversity officers designated for diversity recruiting, the new model expects every admissions officer to plan for and be involved in the recruitment of diverse students, underscoring the shared responsibility for supporting equal opportunity.
- **Recruiting collaborations.** The admissions office now collaborates with peer universities on undergraduate recruiting trips focused on underrepresented populations, and has deepened its partnerships with 30 community-based organizations in 10 states that focus on college access and readiness.
- **Events for prospective URM students.** The university now schedules recruiting events for URM students (such as the Hopkins Overnight Multicultural Experience and Discovery Days) in conjunction with broader recruitment events (such as Fall Open House and SOHOP) to increase participation and allow all prospective students to see the value we place on student diversity. (A one-time schedule change in 2016 led to the events being held separately; co-scheduled events will resume in 2017.)
- **Baltimore Scholars.** Based on feedback from key stakeholders, we recently restructured the Baltimore Scholars Program to offer enhanced financial aid and other support to high-achieving Baltimore City Public School graduates with significant financial need. The shift, which starts with the Class of 2020, represents a boost in the university's financial investment in the program. Over the last five years, Johns Hopkins has spent \$11.6 million on the Baltimore Scholars Program; in the next five, it will spend more than \$20 million. We are also expanding experiential elements of the Baltimore Scholars Program, offering opportunities such as paid internships, mentoring, career networking, and connections with alumni.

Peabody has also fostered key collaborations that support its efforts to recruit a diverse undergraduate population. The Tuned-In program, created in 2007, recruits musically talented Baltimore City Public Schools students to enroll in tuition-free private lessons, ensembles, and courses; several Tuned-In students have been recruited for the undergraduate program. Peabody has partnered with the Sphinx Organization, a national group dedicated to advancing diversity in the performing arts. In addition, Peabody's strong relationships with the Baltimore School for the Arts, a public magnet high school, have helped build the conservatory's cohorts of Baltimore Scholars.

Undergraduate Student Success and Retention

Over the past several years, following concerns raised by the Black Faculty and Staff Association, Black Student Union, and others, Johns Hopkins worked to increase the graduation and retention rates for Homewood undergraduate students and to close the gap in graduation rates between black students and the broader student body.

In recent years, we have seen significant—albeit inconsistent—improvements in the six-year degree completion rates for black and other URM students. In our 2009 cohort, 12 of 167 URM students (7 percent) did not complete their degrees; in 2010, 22 of 185 URM students (nearly 12 percent) did not. By contrast the six-year degree completion rates for the full student population held relatively constant at about 94 percent. While these numbers tend to fluctuate from year to year, our goal is to maintain a consistent graduation rate for URM students which mirrors that of the overall student population.

Data from our most recent student survey also indicate that black students are less satisfied and more stressed academically than the general student population. Over the past several years, in response to these concerns and others, we have developed or augmented a range of programs to provide more robust support for students. Each year, we review the services provided and consider appropriate enhancements. Specific programs include:

- **Mentoring Assistance Peer Program (MAPP).** This long-standing program was originally designed to support the transition to college and the academic success of first-year URM students. It was recently expanded to offer similar support to first-generation and low-income students. Each year, nearly 40 upper-class MAPP mentors work with up to 120 incoming students as they acclimate to the university.
- **Johns Hopkins Underrepresented in Medical Professions (JUMP).** JUMP was established in 2011 as a freshman program aimed at strengthening the academic success and retention of URM students. The first-year retention rate for JUMP students has shown positive results—ranging between 98 and 100 percent—and the university recently expanded this successful program to include sophomores. Further, we have

developed new programming for JUMP students, including increasing participation in medical tutorials, shadowing opportunities, and research opportunities with faculty and summer internships with Johns Hopkins Center for Salud/Health and Opportunities for Latinos (Centro Sol).

- **Networking opportunities.** Alumni play an important role in helping support our students during their undergraduate years and beyond. In fall 2015, the Career Center, Office of Multicultural Affairs, and Krieger School collaborated on a networking reception that provided an opportunity for black students to connect with JHU trustees and alumni. We have also recently partnered with companies, such as Accenture, to provide training and networking opportunities for URM students.
- **Hop-In.** Hop-In is a major new initiative started in summer 2015 to support the transition to college for students who are among the first in their family to go to college, who come from high schools that offered fewer opportunities for advanced course work, or who are facing challenging time constraints during the first year on campus. Hop-In provides education, programming, and support that encourage campus involvement, use of academic support services, engagement with faculty, participation in research, and development of strong study skills—all factors that are correlated with student success. Hop-In includes a residential summer program for incoming freshmen and individualized academic advising throughout the undergraduate experience. Currently in its second year, the program has 66 students enrolled with a goal of expanding to 160 students by the program's fourth year. The university has hired two full-time staff members to run the program and will add another in 2017.

Diversity and Inclusion Resources

Race, ethnicity, gender, sexuality, faith, and identity are understood today to be multifaceted and intersecting. Increasingly, students from across the university are interested in programming, education, and outreach that respond to this demand, and we have, accordingly, reformed our approach and increased our resources in this area. Beginning in fall 2016, Homewood Student Affairs brought together several offices—Multicultural Affairs, LGBTQ Life, Gender Equity, and Campus Ministries—to support the many facets of diversity, intersecting identities, and community. This new entity, the Homewood Centers for Community, Diversity, and Inclusion, serves both graduate and undergraduate students on the Homewood campus. After a broad national search, the first associate dean of diversity and inclusion joined the university in summer 2016 and is responsible for leading this office and developing strategies to foster an inclusive academic and social environment.

- **Multicultural Affairs.** The Office of Multicultural Affairs (OMA) has been an important locus of social, cultural, and academic support for our URM students since its creation.

In response to students' interest, Homewood Student Affairs held a series of focus groups in fall 2015 to better understand students' needs and identify gaps in university programs and services. As a result of this input, HSA added two assistant director positions within OMA. The assistant director for programming now works to enhance culturally relevant programming across the campus and identify opportunities for social and community-building initiatives. The assistant director for leadership development will coordinate culturally relevant opportunities for leaders in student organizations and communities. HSA aims to position the OMA as a resource for the entire Homewood campus and to increase collaboration among OMA, LGBTQ Life, Gender Equity, and Campus Ministries.

- **LGBTQ Life.** The Office of LGBTQ Life was founded in 2013 at the recommendation of the Diversity Leadership Council and serves as a central networking place for LGBTQ students and their allies. LGBTQ Life offers direct support, presentations, workshops, and educational opportunities, such as Safe Zone trainings and a speakers' bureau. LGBTQ Life also has advocated for gender-inclusive on-campus housing at Homewood, which went into effect in 2014; the identification of all-gender restrooms, which are now listed on the LGBTQ Life website; transgender benefits within university medical plans, which went into effect in 2016; and a collaboration with the registrar to adjust the student information system to allow preferred name(s) within official academic records and class rosters. Meet-ups for LGBTQ students of color and dialogues on the intersections of sexual orientation, gender identity, and other dimensions of self are examples of new educational and community-building initiatives. A small workgroup is assessing current practices, policies, and procedures to ensure that transgender members of our campus community are treated equally and fairly, and that any issues that may negatively impact the experience of transgender students, faculty, or staff are considered.
- **Gender Equity.** The newly formed Gender Equity office supports, advises, and educates students on matters related to gender equality and the achievement of women students, offering a locus for related initiatives and advocacy on the Homewood campus.
- **Campus Ministries.** Through sponsoring student programs, activities, and service projects, such as the annual Interfaith Thanksgiving Dinner, the Interfaith Social Justice Spring Break Trip, and the Sacred Spaces Intersession Course, Campus Ministries promotes and supports spiritual development, theological reflections, religious tolerance, and social awareness among Johns Hopkins students. As a pastoral presence that seeks to enhance the spiritual and ethical educational experience of the whole person, mind, body, and soul, Campus Ministries will continue to grow, seeking out new opportunities to support students as they explore faith and spirituality.

In addition to these offices, undergraduate students at both the Homewood and Peabody campuses have formed a variety of culture- and identity-based groups that come together around common interests and shared backgrounds, often with support from the Office of the Dean of Student Life or the Peabody Student Affairs Office. (A comprehensive list of student groups is provided at diversity.jhu.edu.)

The university is also focused on the broad range of needs identified by our diverse student body. Among them:

- **Counseling services.** A 2015 national survey revealed discrepancies between the first-year college experiences of students of color and those of their majority peers, and made clear the urgent need to provide mental health support, education, and programming that meet the unique challenges of diverse groups. Recognizing the same trends exist on our own campuses, we seek to offer outreach, support, policies, and practices that meet the psychological well-being needs of all our students. A staff member at the Counseling Center is dedicated to coordinating services for black students, including helping Homewood and Peabody graduate and undergraduate students transition to the university and collaborating with student groups to support URM students throughout their academic careers. The Counseling Center also offers a Students of Color Support Group and facilitates a drop-in discussion group at the Office of Multicultural Affairs for first-generation students.
- **Services for students with disabilities.** We are committed to ensuring that students with disabilities receive appropriate accommodations and access to available opportunities and programs. The director of Americans With Disabilities Act (ADA) compliance and disability services in the Office of Institutional Equity provides leadership for our comprehensive disability program. The director works with designated student disability coordinators at each school responsible for student accommodations. The director is also responsible for working with university leadership on electronic/web accessibility and on building and facility accessibility. On the Homewood campus, Student Disability Services (SDS) also provides advice and mentoring to undergraduate and graduate students with registered disabilities and works with the SDS Student Advisory Board, which provides support, advocacy, and education.
- **Support for veterans.** All Johns Hopkins schools assist active duty service members, veterans, and service family members, providing various supports. The Homewood Office of the Registrar, for example, added a position in 2015 to support students accessing veterans benefits. At the Whiting School of Engineering, the William F. Ward Jr. Fellowship provides approximately \$44,000 annually to support up to two full-time graduate students. Groups such as the student-run SAIS Veterans Network and the School of Medicine's Veterans for Hopkins provide student networks.

- All schools also participate in the Yellow Ribbon Program of the Post 9/11 GI Bill, a voluntary partnership with the Veterans Administration (VA) designed to make graduate schools and private universities more affordable for veterans. The VA matches funding available at each school; in FY17, we made more than \$360,000 available across the university through this program.

Undergraduate Education and Training Initiatives

- **New student orientation.** On the Homewood campus, all incoming undergraduate students are required to attend a session during orientation on privilege, identity, and social justice. The session focuses on how personal identities influence actions and how to use this knowledge to influence change. At Peabody, both undergraduate and graduate students now participate in a three-part workshop focused on various aspects of inclusion.
- **Cultural competency workshop.** The university now provides a mandatory cultural competency workshop for all incoming Homewood undergraduate students. Identity and Inclusion at Hopkins is a two-hour interactive workshop designed to help first-year students appreciate the importance of diversity and inclusion in our community.
- **Cultural competency training for resident advisers and first-year mentors.** Starting in fall 2015, all Homewood resident advisers and first-year mentors participated in enhanced cultural competency training with staff from the Office of Multicultural Affairs, Gender Equity, LGBTQ Life, and Campus Ministries. Topics ranged from how to be an effective advocate to how to confront problematic behavior. Peabody's resident advisers and student ambassadors also took part in cultural competency training with staff from the Office of Residential Life and from Student Leadership and Involvement.

Building the Pipeline to Graduate Programs

As mentioned previously in this report, we have an obligation and an opportunity to help build the pipeline of diverse faculty, researchers, and professionals, particularly, though not exclusively, in the STEM fields. We are well-positioned to do so, given that approximately 40 percent of our undergraduates pursue professional or graduate studies after graduation, and we regularly host academic and scholarly programs that reach students from across the country. We are working to eliminate barriers to participation in research and other experiences outside the classroom.

In keeping with the recommendations of a 2011 National Academy of Sciences report, our current support for URM students in STEM fields includes various research-intensive experiences.

Summer programs for underrepresented student populations help stimulate interest in advanced work through intensive study, hands-on research, and a network of peers. Johns Hopkins supports a number of programs open to high school or undergraduate students, including the Biophysics Research for Baltimore Teens Program, the School of Medicine Summer Internship Program, the School of Public Health Diversity Summer Internship Program, and the Applied Physics Laboratory (APL) Technology Leadership Scholars (ATLAS) Summer Intern Program for Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Minority Institutions. We have also participated in several Research Experience for Undergraduates (REU) programs targeting students from colleges or universities with few research opportunities. These include REU programs in Biology, Nanotechnology for Biology and Engineering, and Computational Sensing and Medical Robotics. In addition, every summer the School of Medicine hosts a symposium to recognize the efforts of all summer programs through the Hopkins Career, Academic, and Research Experiences for Students (C.A.R.E.S.) Network and Symposium.

The university also sought to broaden our reach by actively participating in national associations, such as the Leadership Alliance, which focuses on promoting diverse students into competitive graduate training programs and research-based careers. We also participate in initiatives open to post-baccalaureate students nationwide, such as the School of Medicine's Post-baccalaureate Research Education Program (PREP); the Cancer in the Under-Privileged, Indigent, or Disadvantaged (CUPID) Summer Translational Research Program; the Pulmonary and Critical Care Medicine Summer Internship; and the Doctoral Diversity Program.

Graduate Student Recruitment

The societal need for advanced scholarship at the master's, professional, doctoral, and postdoctoral levels remains strong. In this area, too, we recognize the value in identifying and recruiting the best students from diverse backgrounds and helping them thrive. Current data trends across the United States are promising. According to the National Center for Education Statistics, both black and Hispanic post-baccalaureate enrollment more than doubled between 2000 and 2014, with black enrollment increasing from 181,000 to 366,000 students (~13 percent of total post-baccalaureate student population) and Hispanic enrollment increasing from 111,000 to 230,000 students (~8 percent of total post-baccalaureate student population).

Each of our academic divisions has recruitment strategies aimed at enhancing the diversity of its graduate students. For example, several divisions (KSAS, BSPH, SOM) host visits for underrepresented minority students, targeting students attending colleges around the Baltimore-Washington area but also ensuring a broader national reach.

- At the School of Medicine, the REACH for Graduate School program invites student from underrepresented groups, including students with disabilities, planning to apply to graduate within a year to campus for meetings with faculty.
- The Bloomberg School of Public Health participates in joint recruitment efforts with Columbia, Harvard, and Yale schools of public health to target colleges and universities with prominent underrepresented minority student populations.
- The School of Nursing has quadrupled its annual budget for advertising aimed at recruiting diverse students and faculty; broadened the range of journals and professional conferences in which it advertises its programs; and employed a strategic recruitment plan that includes distributing program materials to underrepresented minority professional organizations and admissions officer visits to historically black colleges.
- A JHU Directors of Admissions Working Group (UDAWG) meets three times per year. In addition to discussing best practices, the group hosts and provides joint recruitment events for minority undergraduates at Historically Black Colleges and Universities and various scholar programs (Mellon Mays Scholars, McNair Scholars, Meyerhoff Scholars, Penn State Millennium Scholars, etc.).
- Our divisions recruit URM students through national affinity groups, organizations, and programs aimed at promoting undergraduates from underrepresented minority backgrounds to graduate or professional schools. Examples of these external groups include the National Society of Black Engineers, the Society for Hispanic Professional Engineers, National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCHE), the Leadership Alliance, the Posse Foundation, Graduate Horizons, McNair Scholars, Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), or the Annual Biomedical Research Conference for Minority Students (ABRCMS), among many others. We have also recruited from student populations on our own campuses; BSPH, for example, provides admissions presentations to nondegree students attending its Center for American Indian Health institutes and to participants in Kennedy Krieger's Maternal Child Health Careers/Research Initiatives for Student Enhancement-Undergraduate Program (MCHC/RISE-UP).

Graduate and Postdoctoral Fellowships

We understand the role that financial barriers play in impeding broad access to graduate and postdoctoral programs for all students, and we have been working to increase our support for these programs through fundraising, external sponsorship, and reallocation of budgeted funds. We also recognize the need for focused attention on these barriers when graduate and postdoctoral programs are characterized by chronically low levels of participation by underrepresented minorities. Graduate and postdoctoral fellowships therefore play a critical role in recruiting and supporting the academic trajectories of diverse scholars.

To that end, JHU's Faculty Diversity Initiative includes a Postdoctoral Scholarship Program. In 2016, the first year of this program, 51 postdocs were nominated by faculty mentors, and 10 scholars were selected to receive one-year fellowships. (Two recipients subsequently obtained permanent positions outside JHU and declined the award.) The first class of recipients included scholars from three divisions (BSPH, KSAS, and SOM). Among the eight recipients, three were women, five identified as African-American, and two identified as Hispanic. Each recipient received an award of more than \$63,000, and opportunities for professional development and networking.

In addition, the divisions offer a number of fellowships and funding supports to attract and support diverse scholars. Examples include at KSAS, the Boggs Fellowship to support one or two minority graduate students in STEM disciplines, and the Bromery Fellowship in Earth and Planetary Sciences targeted to students from historically black colleges and universities, or tribal colleges; at WSE, the Deans Fellowship, Morgan State University Fellowships, and GEM Fellowships to attract URM graduate students; and at KSAS, WSE, BSPH, and SOM (PhD, MA, and MS programs), application fee waivers for participants in the national Leadership Alliance and other programs oriented toward underrepresented minorities.

Climate and Networking for Graduate Students

In 2015, more than 15,000 graduate and professional students, and 1,500 postdoctoral trainees were part of our community. As the members of this diverse group find their intellectual home here, we recognize their need for a community in which they can thrive while developing the skills and contacts needed for the next steps in their careers.

Our students, postdocs, and trainees have founded a vast range of affinity groups and committees concerned with diversity to bring individuals with similar backgrounds, cultures, interests, and ambitions together in community or common purpose (a comprehensive list of student groups is provided at diversity.jhu.edu). On the Homewood campus, a group of graduate students developed a targeted guide that provides information on diversity resources, URM student organizations, community resources, and fellowship opportunities.

“Flourish: A resource guide for and by the Homewood underrepresented minority graduate community” was first printed in fall 2016.

Johns Hopkins divisions are also increasingly focused on providing diverse scholars with resources that expand their opportunities to build broad networks and skills in their fields of study and beyond. As examples:

- In spring 2016, JHU expanded its institutional relationship with the Association of Women in Science (AWIS) to cover all faculty, staff, and students, including postdoctoral scholars.
- In fall 2016, three projects received funding through the Postdoctoral Programming aspect of the Faculty Diversity Initiative: The Kennedy Krieger Institute hosted a mini-conference for postdoctoral scholars in the maternal and child health field at the schools of Medicine, Nursing, and Public Health; the Diversity Postdoctoral Alliance Committee (DPAC) hosted its 2016 Excellence in Diversity Symposium, focusing on outstanding achievements of scholars from underrepresented backgrounds throughout the history of JHU; and DPAC will host a seminar series for postdoctoral scholars at five schools throughout the 2016–17 academic year.
- The schools of Nursing and Public Health and the Carey Business School all host programs to support international students. At Nursing, a new initiative is working to support international students in the PhD program, providing both mentoring and opportunities to participate in meetings with visiting scholars from the students’ home countries. At BSPH, where 40 percent of full-time students and 30 percent of online/part-time students in the MPH Program are international, the program hosts a full-day International Student Information Day at which alumni of the program offer tips that range from where to get a phone to how best to approach a professor. At Carey, Summer Intensive, a program for international students, supports acculturation and preparation for personal, professional, and academic success.
- The schools of Medicine, Public Health, and Nursing are hosting a range of events for students providing care to diverse communities, including undocumented individuals, Spanish-speaking patients, children and geriatric patients with diverse backgrounds, and faith-based communities.

Next steps

As described above, over the last several years, we have increased our support for undergraduate students as they transition to college, and strengthened the services available to them on campus. We have also been increasingly purposeful in our recruitment of a diverse community of graduate students and in fostering a community that will support their personal and intellectual pursuits. But, for both student populations, we know we have more work to do and remain committed to honing and enhancing existing initiatives, and to working with a wide spectrum of groups and individuals to explore new ideas.

- **LGBTQ needs assessment.** In spring 2016 we launched our second LGBTQ needs assessment. The associate dean for diversity and inclusion and the director of LGBTQ Life will share and analyze results from the assessment with administrators from the schools and the chief diversity officer in the 2016–17 academic year. New priorities will be identified based on areas of improvement identified by the assessment.
- **Task Force on Student Mental Health and Well-Being.** A Task Force on Student Mental Health and Well-Being was launched in spring 2016 and charged with assessing the current state of mental health services and resources at Johns Hopkins, canvassing contemporary research on effective strategies for promoting mental health, benchmarking against best practices at peer institutions, and recommending effective services and interventions, including those customized to meet the needs of diverse students. In fall 2016, the university will survey students throughout the university, asking for their perspectives and their feedback on services, policies, and programming around mental health and other aspects of self-care. The results of the survey will inform the work of the task force.
- **Disability services.** In fall 2016, the Homewood Student Disability Services Office will run focus groups with members of SDS' Student Advisory Board to solicit their input on the range of services provided and any gaps in their full inclusion in campus life. SDS will analyze and summarize these data and will, in 2017, engage the other JHU schools in a broader discussion about serving students with disabilities.
- **Homewood student diversity and inclusion programs and initiatives.** The Centers for Community, Diversity, and Inclusion will hold regular community forums in the 2016–17 academic year, inviting student leaders from culture-based organizations and advisory boards to provide feedback and recommendations on the evolving approaches to diversity and campus climate. This feedback will help identify areas of priority and focus for various offices within the center.

- **Doctoral program directors workshop.** The vice provost for education is organizing this workshop in late fall 2016 to convene doctoral program directors and vice deans for education to discuss diversity in our doctoral programs; identify and discuss the challenges in successfully recruiting a diverse doctoral student body; share best practices for recruiting diverse doctoral students across all our divisions with doctoral programs; identify strategies that could be employed by divisions or across divisions to address key concerns; and develop a periodic report on the URM, gender, and minority composition of our graduate and postdoctoral programs to be shared with the university community.
- **New graduate student resources.** We will tap into two external resources for graduate student recruitment and success. First, the National Name Exchange seeks to increase the number of qualified minority students accepted into graduate school, improve student access to information on graduate school opportunities, and assist graduate schools in identifying qualified minority candidates for consideration for graduate study. Second, the Edward A. Bouchet Graduate Honor Society works to develop a network of pre-eminent scholars who exemplify academic and personal excellence, foster environments of support, and serve as examples of scholarship, leadership, character, service, and advocacy for students who have been traditionally underrepresented in the academy.
- **Report on graduate student composition.** As the university has done with faculty, we will develop and publish data by the end of the academic year on the gender and racial composition of our graduate student community by division and department. This type of transparency will establish a baseline against which we can assess progress in our aim of recruiting a broader pipeline of diverse scholars.

Staff



VII. Staff

Achieving excellence in Johns Hopkins' research, teaching, and service missions depends on the contributions of staff throughout the university. Building a diverse community of staff is essential to those missions, to our profound belief in equity of opportunity, and to our understanding that a broad array of backgrounds, thoughts, and experiences fuels the excellence and creativity of our work. The values of diversity and inclusion must therefore be embedded in the selection, training, support, and advancement of our staff at all levels of the university. Our goals in this area are to:

- Create clear pathways to employment for diverse, talented individuals through our recruiting and hiring;
- Build programs that support the growth and development of all our employees;
- Achieve significant and broad diversity in our managerial and leadership ranks; and
- Provide fair and equitable compensation and benefits that allow our staff at all levels of the organization to thrive.

We recognize that we have not yet achieved these aims. At various times—including in recent years—staff have expressed concerns about the reach of our recruitment efforts; the professional development opportunities and retention efforts for talented employees; the number of underrepresented minorities in departmental, divisional, and institutional leadership roles; and the equity of our benefits. We have responded with changes to programs, policy, and practice, as highlighted below, and a clear-eyed understanding that our work in this area must be undertaken with renewed intensity and commitment.

Since fall 2010, the percentage of underrepresented minorities (URM) has increased at all levels of our staff: from 28 percent to 32 percent of technical staff, from 15 percent to 17 percent of professional staff, and from 13 percent to 15 percent of executive staff. These increases are important but insufficient, and we need to be intentional in our efforts to build new and different talent pipelines into and through the organization.

What we are doing

Entry-level Hiring Opportunities

Most recently, we have given particular focus to entry-level hiring, working closely with the Johns Hopkins Health System to expand our participation in programs that draw entry-level talent and to explore opportunities to broaden our community outreach in Baltimore.

- **HopkinsLocal.** In fall 2015, the Johns Hopkins University and Health System launched a major economic inclusion initiative called HopkinsLocal, which includes a significant commitment to hiring staff from Baltimore City's most distressed commu-

nities. The university and health system aim to fill 40 percent of targeted entry-level positions from these neighborhoods by 2018. Meeting this goal will require deep engagement with community and faith-based workplace readiness organizations. We have also enlisted career coaches from the health system to help these entry-level employees and their supervisors manage the transition into Johns Hopkins.

- **Summer jobs for city youth.** Johns Hopkins University and Health System continue to collaborate with Baltimore City in supporting the YouthWorks summer jobs program. In 2015, our institutions provided more than 300 students with five-week internship experiences, representing a 50 percent increase over prior years, and we matched that total in 2016. Departments across Johns Hopkins create meaningful work experiences and critical skills training for local youth, and we are seeking to deepen the institutions' relationship with this talent pool by extending internship opportunities throughout the year or over multiple summers, with the ultimate objective of cultivating future full-time staff hires.
- **Partnership with Year-Up.** Year-Up is an innovative national workforce development organization that has demonstrated results in helping low-income adults between the ages of 18 and 24 prepare for career-path jobs. Year-Up's Baltimore Training Corps provides intensive workplace-readiness training and matches participants with carefully developed internship opportunities at major corporations. Johns Hopkins has sponsored 61 internships in areas including IT and HR/Payroll Services, resulting in 10 full-time hires. We are exploring an expansion of our partnership with Year-Up to further cultivate another source of diverse talent.

Career Advancement

Once staff members become part of the Johns Hopkins community, we must afford them opportunities to grow professionally, develop new skills, and advance into new positions. Analysis of results from the 2015 Gallup employment engagement survey underscored an opportunity to better engage staff members through greater efforts by managers to deliver constructive performance feedback and proactively identify opportunities for professional development. Although these findings, and the approach we have taken to them, are not specifically aimed at promoting diversity, they support our broad aims in this area by focusing on developing programs that foster the growth and development of all employees.

- **Leadership recruiting and action plans.** The university's commitment to enhance the broad diversity of its workforce is equally critical at the leadership and management levels. Members of the university cabinet and senior leadership team are in the process of customizing and implementing best practices in diverse recruiting, hiring, and advancement, modeled after the Faculty Diversity Initiative. In addition, offices within the senior university administration will be developing departmental

diversity plans over the next year to help advance the full range of activities in the *Roadmap* and to cultivate a diverse talent base and inclusive working environment at all levels of the institution.

- **Professional development and training.** The university currently offers access to a broad range of career development and training opportunities and allows employees to use three full workdays for training each year. To reinvigorate this policy, the university in FY17 will roll out communications that encourage managers, supervisors, and employees to identify those training opportunities most closely tied to employee performance feedback and career development plans.
- **Training of human resources professionals.** In spring 2016, approximately 200 staff members within Human Resources went through a three-hour training on building diverse teams in the workplace. The aim of this training was to engage participants in conversations about diversity and bias, demonstrate the ways in which diverse teams more effectively solve organizational challenges, and ensure that a key and influential group within the university is attuned to these issues.
- **Development and Alumni Relations (DAR).** In 2016, DAR began a diversity planning process, considering diversity within both the department and the development industry as a whole. The process has included a focus on creating an environment of diversity and inclusion; a commitment to diversity when identifying, recruiting, and promoting candidates; and a recognition of the need for further diversity within the profession. By the end of FY17, DAR plans to build a three-year plan that touches on areas such as awareness building, information sharing, training, education, and community outreach.

We have also developed programs that are aimed at fostering the development of women and underrepresented minority staff in career tracks that are both central to the university's mission and rewarding to the employee.

- **Research Administration Training Program.** Since 2008, many divisions of the university have participated in the Research Administration Training Program—or “RAT Pack.” The program is designed to develop the skills of employees who are interested in working in sponsored research administration, an area that makes up a significant component of the university workforce and is vital to the stewardship of over \$1 billion in research support generated by our faculty each year. The RAT Pack combines curricula and rotational work experiences for existing employees and new hires to teach essential skills for this career track. The program, which has trained 86 participants, is designed to recruit and retain URM and women staff; over seven years, women represent 72 percent of those who have successfully completed the program, and URM represent 41 percent.

- **Diversity Mentor Program.** In the 2015–16 academic year, with encouragement from the Black Faculty and Staff Association, we developed and piloted the Diversity Mentor Program in University Administration Finance. Part of a strategic effort to attract and develop diverse talent, the program provides a voluntary and personal mentoring experience, and broadens mentees’ exposure and experience within finance. In its pilot year, this program took applications from interested staff and mentors, ultimately selecting four mentor/mentee pairs. While the first-year program was complicated by the fact that several mentees shifted into jobs in other parts of the university, formal and informal feedback from participants highlighted the importance of the mentoring effort, and the university is working to enhance the program in the 2016–17 academic year (as detailed below in the “Next steps” section).

Employee Benefits Programs

In recent years, the university has made a number of changes to our benefits programs in response to the needs of our diverse staff community. These changes were rooted in our benefits philosophy, drafted by a faculty and staff advisory group in 2004. The philosophy, which affirms, among other points, that our benefits should be equitable, fair, and affordable, has served as the foundational principle behind key changes to employee benefits in recent years. In 2012, for example, in response to federal government budget pressures, we adopted an income-based cost-sharing mechanism when allocating the proposed increases in health care insurance premiums. This change, recommended by the Benefits Advisory Committee and endorsed by our faculty and staff, allowed the lowest-income employees to bear a lower share of the increase in insurance premiums, a practice that helps us attract and support staff from a broad range of the socioeconomic spectrum.

- **Task force on inclusive benefits.** In 2016, at the recommendation of a task force composed of faculty and staff, the university adjusted its medical plans to include transgender employee benefits and establish equity across marriage and domestic partner benefits. The changes were responsive to recommendations from the Diversity Leadership Council and other advisory bodies within and across the divisions regarding improvements to our benefits programs and policies to ensure they are fully inclusive.
- **Health and Health Services Study Committee.** In 2015, a faculty-led Health and Health Services Study Committee was convened to examine various areas of employee health services—wellness strategies, preventive care and primary care, care management for chronic disease/large cases, innovation, and management of prescriptions and specialty drugs—and make recommendations on how we can better cultivate a culture of health for the university’s diverse community of employees. As the committee works to finalize recommended improvements to the

university's employee health care and wellness programs, it is being particularly attentive to the needs of our lowest-income employees, for whom health care access and affordability can be serious challenges.

Next steps

We have been actively engaged on a number of fronts to build the diversity of our staff and promote inclusion in the workplace, but we recognize the work is far from complete. In some cases, we will be able to build on existing programs; in others, we will construct new approaches, and continue to work with interested groups and individuals to ensure our university attracts and cultivates a diverse and talented community of staff at all ranks. Among our next steps:

- **Staff diversity initiative for recruitment and hiring.** The Faculty Diversity Initiative (described in the Faculty section) was developed with an understanding that great universities are enriched by the variety of their scholars, and it included a comprehensive review and consideration of best search practices in the areas of equity, inclusion, and diversity. Through the FDI, divisions have implemented a range of strategies, including a broader cultivation of candidate pools, search committee trainings to eliminate unconscious bias in hiring, the participation of trained diversity advocates on search committees, and reporting on search practices and activities. Believing that the interests guiding the FDI apply to university staff as well, and that some (and potentially all) of these practices could be adapted to enhance recruitment of staff, particularly at the leadership level, Human Resources will convene in FY17 a working group of cross-functional leaders from across the institution. This group will review the FDI and industry best practices around diversity recruitment and hiring, and make recommendations for new processes that can be piloted in FY18, with particular focus on hiring practices, related training programs, and the development of key metrics that can help us better understand recruitment and hiring outcomes and trends.
- **Finance Diversity Mentor Program.** We have recently begun to broaden the reach of the Diversity Mentor Program in University Administration Finance, working to expand it to include staff in divisional business offices. The second year of the program will include additional check-in sessions with mentors and with mentees to review progress, provide feedback, and make adjustments as needed.
- **Diversity training for managers and staff.** Currently, our new-staff orientation includes a limited discussion of issues and values of diversity, and interested employees can engage in various diversity-related trainings throughout their career.

Beginning in FY17, Human Resources will improve staff onboarding diversity training. In addition, recognizing that managers can most directly impact the growth and professional development of our staff, we will enhance the training that managers and supervisors receive regarding managing diverse workforces and unconscious bias. Our aim will be to help managers develop the diverse talent in our workforce. Beginning in FY17, Human Resources will develop communications to guide all new hires, managers, supervisors, and staff through required and available opportunities, and will solicit feedback from the community on the offerings.

- **Entry-level hiring.** We will continue to advance two aligned efforts to train and hire entry-level staff from Baltimore's most disadvantaged communities, supporting our city and its residents while achieving one of our key goals: creating clear pathways for employment for diverse, talented individuals. The first effort is a city-supported collaboration involving Johns Hopkins University and Health System, a local work-force development organization, and other area universities and hospitals. It is focused on training residents of the city's most disadvantaged communities in the hard skills needed for administrative support and medical assistant positions. The second effort, mentioned earlier in this section, is HopkinsLocal, through which we aim to hire 40 percent of employees in targeted entry-level positions from identified neighborhoods in Baltimore City by 2018.
- **Health and Health Services Study Committee recommendations.** In FY17, this committee (mentioned above) will deliver recommendations to university leadership on actions that we can take to improve employee health and wellness. Faculty and staff advisory groups will provide additional analysis and consultation around these recommendations before we develop a plan and implement an employee health initiative for FY18 and beyond. The final plan will account for the range of diversity within our staff, with particular attention to socioeconomic status.
- **Family support benefits.** The Diversity Leadership Council and other groups have raised the issue of supporting a broader range of child care options for our employee community. In FY17, Human Resources will develop options to enhance the university's dependent care voucher program, considering whether the university can expand or better target dependent-care subsidies and how to facilitate an increased use of this benefit. In FY17, Human Resources is also exploring a broadening of parental leave policies.
- **Measures of progress.** As an academic institution, we are committed to public accountability around these efforts. Accordingly, we are committed to rigorously assessing our progress, and to openly and transparently publishing where we are, including providing periodic reports on the diversity of our workforce at every level of the organization.

Education



VIII. Education

The diversity of perspectives found across our community serves as a critical foundation for our university's unique educational experience. We aim not only to have our students learn facts, figures, and critical thinking but also to inspire a greater sense of the complexities of a multicultural world and a clearer understanding of how to engage and grapple with diverse groups and ideas. As Johns Hopkins University's first president, Daniel Coit Gilman, rightly observed in his inaugural address, "The best scholars will almost invariably be those who make special attainments on the foundation of a broad and liberal culture."

To achieve these goals, we support a dynamic academic portfolio that exposes students to the full range of human experience and perspectives. With nine academic divisions encompassing a broad scope of disciplines and scholarly activities across the globe, our educational offerings are expansive and offer students opportunities to learn about our world comprehensively and rigorously. Our faculty members ask students to immerse themselves in this reality and struggle with complex, and often competing, viewpoints. We encourage students to approach these experiences in an open, respectful manner and believe they can achieve a greater depth of understanding when they appreciate the rich diversity of the world's cultures and the human condition.

Below, we highlight several ways that our schools have developed innovative educational opportunities relevant to diversity and cultural competency. In the spirit of our decentralized university, these offerings have sprung up in a myriad of ways that reflect the interests and expertise of the faculty. The undergraduate Black Student Union and other student groups have challenged the university to consider ways to incorporate cross-cultural knowledge and competencies into the educational experience in a more thoughtful manner. We will undertake such an examination and highlight our plans for integrating these ideas in a second Commission for Undergraduate Education (CUE2).

What we are doing

Curriculum

The undergraduate curriculum currently has neither a single required course nor any required competency for diversity. However, our students have the opportunity to select such coursework, and many do so. In response to concerns raised by the undergraduate Black Student Union, the Krieger School in 2015 reviewed nearly 15,000 courses and sections offered over the prior seven years, and identified those that dealt with issues of gender, sexuality, religion, race, or ethnicity, in the United States or abroad, from a contemporary or historical perspective. The review demonstrated that approximately 60 percent of Krieger School undergraduate students and approximately 25 percent of Whiting School students took at least one such course during their undergraduate study.

In other divisions at the university, cultural competency is included as an essential—and occasionally requisite—part of the curriculum. Examples across the university include:

- At the School of Medicine, a required three-day course over the first week of medical school includes lectures on social determinants of health, implicit bias, and health disparities for specific populations and communities, and activities focused on increasing cultural awareness. Cross-cultural communication is also an integral part of the Clinical Foundations of Medicine course that introduces medical students to medical interviewing and the physical exam.
- Johns Hopkins Bayview Medical Center offers Medicine for the Greater Good (MGG), an initiative that couples medical education on health disparities with a required experience of working with the community. The medical education portion is fulfilled with workshops aimed to educate participants on themes that include socioeconomic determinants of health, health literacy, social justice, and health policy and advocacy.
- The Peabody Conservatory has a number of courses at both the undergraduate and graduate level that expose students to a wide variety of cultures through music, including courses about hip-hop music, Afro-American gospel, issues in ethnomusicology, and community engagement.
- The Bloomberg School has made significant efforts to incorporate lesbian, gay, bisexual, and transgender (LGBT) health issues into its educational offerings. The LGBT Working Group is charged with advancing training and science at BSPH with regard to the health and health disparities of LGBT populations. The working group, consisting of BSPH faculty, staff, students, and alumni, is committed to making BSPH a preeminent LGBT public health training ground, with the broader goal of addressing and improving health status and health equity. From this work, the school has developed new courses in addition to sponsoring other activities. Numerous BSPH courses also address other aspects of diversity and cultural competency, such as Health Disparities and Cultural Competency and International Perspectives on Women, Gender, and Health.
- The School of Nursing has developed a new core course in the MSN (Entry into Nursing Practice) Program, which provides students with an introduction to Baltimore and underserved populations who live here, as well as an elective course focusing on health disparities taken by both MSN and PhD students. Each semester, the school also conducts reviews of teaching materials to ensure the videos, case studies, and lectures represent cultural pluralism.
- At the School of Education, a conceptual framework underpinning the curriculum requires all programs to demonstrate how they are preparing their students to be diversity advocates. Each course must highlight which pieces of the framework the

course addresses and what assignment and rubric are used to assess student knowledge in diversity as well as other components of the framework. The concepts in the framework have to be addressed in the program in a variety of courses and have to be completed by end of program. Also, all School of Education students in teacher preparation programs are placed in diverse settings and receive guidance and formal instruction on how to teach diversity in their own P-12 classroom.

The university's academic leadership is committed to exploring options and strategies for expanding our educational offerings in the realm of cultural diversity. Such options might include additional courses, new research and service learning opportunities, an undergraduate distribution requirement, or other academic initiatives.

Africana Studies and Other Cross-Disciplinary Centers

For some time, one of the areas of focus for those concerned about diversity and inclusion in the Johns Hopkins curriculum has been the status of the Center for Africana Studies (CAS) in the Krieger School of Arts and Sciences. Africana studies is an inherently cross-disciplinary endeavor that engages scholarship on the Atlantic slave trade and the African diaspora from across the social sciences and humanities—including the study of politics and society, history, and literature—as well as a range of professional disciplines, such as public health studies. This approach to Africana studies helps ensure that issues of race, ethnicity, and inequality can be brought to the center of the study of human society and culture, and that other relevant departments take account of the profound effects and contributions of this diaspora on the human experience.

CAS' development as a center for teaching and research has followed this intellectual approach, and university leadership regards it as critical to the success of Africana studies that CAS remains connected to the other core disciplines of the Krieger School, allowing multiple departments to benefit from the engagement of CAS-affiliated scholars.

In 2012, on the basis of an external review of CAS and a commitment from the university and dean to enhance the stature and presence of Africana studies, the university dedicated additional resources and improved physical space to the center. CAS moved from the Greenhouse to Mergenthaler Hall, and the university engaged in a multiyear effort to expand the center's faculty.

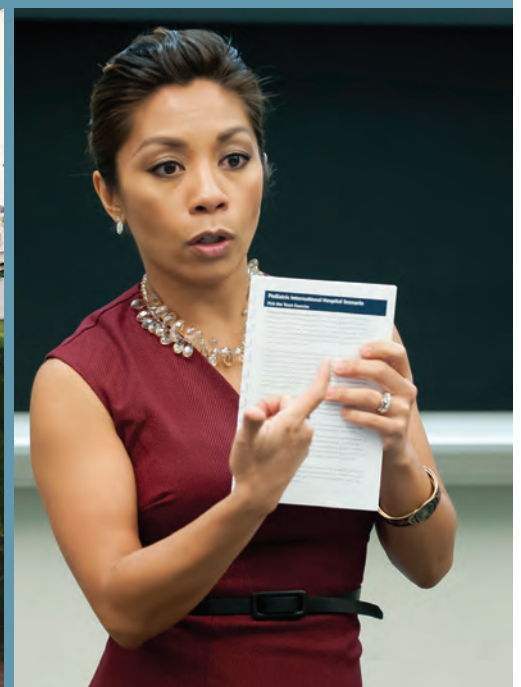
Recently, the university has successfully hired four new faculty members in the field—two through a cluster-hire approach (as mentioned in the Faculty section) in English and history, in addition to one in African history, and a Bloomberg Distinguished Professor in English and history. A search to fill a position in African-American history is ongoing. This cohort of new faculty goes some way toward building CAS to its full complement, helping to solidify its

More broadly, current discussions have highlighted the differences and tensions between the demands of discipline-based departments and those of cross-disciplinary scholarship. Accordingly, CAS and other centers and programs, such as Latin American Studies, Jewish Studies, and Islamic Studies, have requested a review of the structure and scope of centers and programs in Arts and Sciences.

Next steps

- **Commission on Undergraduate Education.** In 2017, the university will launch a second Commission on Undergraduate Education (CUE2) focused on developing a holistic set of priorities for undergraduate life that will guide our efforts over the coming decade. As part of its mandate, CUE2 will assess best practices and recommend ways to increase cultural competency among students in a way that will prepare them to be responsible and engaged citizens and leaders in a complex and multicultural world.
- **Committee on centers and programs in KSAS.** Following consultation with department chairs and other school leaders in spring 2016, the KSAS dean constituted a committee to assess the state of the school's centers and programs in the arts and sciences, and to make recommendations about how to strengthen the role and presence of centers and programs in the school. The charge to the committee includes whether centers and programs ought to have greater autonomy in faculty hiring decisions; how to apportion and account for faculty effort between departments and centers/programs; and whether departments should be established for some center/program areas and, if so, how to implement such a transition. The committee has been asked to submit its report and recommendations by spring 2017.

Climate, Culture, and Community



IX. Climate, Culture, and Community

At its best, our university forges an intellectual community that draws an extraordinary constellation of individuals from across the country and around the world, each of whom brings a unique background and perspective. Building an inclusive community, however, requires more than drawing diverse people to our campuses. We must foster an environment that values diversity and demonstrates inclusion; facilitate activities that promote engagement with a diverse spectrum of people and views; and equip our faculty, students, and staff to engage thoughtfully and respectfully with each other. Because broad diversity of people and thought is an essential asset to Johns Hopkins, university leadership must commit to and be vigilant in fostering and developing the channels through which various perspectives can be sought and leveraged, enriching the excellence and effectiveness of our work.

We recognize the need to cultivate and create opportunities for open and honest conversations across our university about the historical legacies of discrimination and the societal structures that produce inequalities in access and opportunity for many of our own faculty, students, and staff. Our goal is to enhance our collective capacity not merely to raise sensitive issues but to foster free and open debate, inside and outside our classrooms. As an educational institution, we play a critical role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow.

What we are doing

Current Training Modules

The university has implemented new training modules to help our community better understand the principles of diversity and inclusion and to illustrate how day-to-day interactions can help build a community of shared values. As mentioned in the Students section, for example, all first-year undergraduate students participate in a session on pluralism and multiculturalism. Since fall 2015, undergraduate resident assistants at Homewood and Peabody and orientation peer mentors also have participated in enhanced cultural competency training.

Recently implemented or expanded trainings for other parts of our community include:

- **Unconscious bias training.** Our unconscious bias training program offers practical research-based examples of unconscious bias in hiring and other decisions, and strategies for combating unconscious bias in the search process. Search committees, departments, and university leadership are using the unconscious bias training course as part of our efforts to raise awareness, particularly in the hiring process. The course is offered in person through the Office of Institutional Equity (OIE) and Johns Hopkins Medicine's Office of Diversity and Inclusion, and OIE also created an online version of the course, *Diversity Matters: Faculty Searches at JHU*.

- **Discrimination and harassment prevention training.** Anti-discrimination and anti-harassment training, which includes comprehensive Title IX training, is available to all faculty and staff. These programs are designed to help participants understand our anti-discrimination policies, explore the key legal framework on harassment and discrimination in the workplace and in academic settings, consider examples of inappropriate and unlawful conduct, and obtain information about the university's complaint process through OIE.
- **Security staff training.** Security personnel play a pivotal role in keeping our students safe and our campuses secure. All new security staff members receive training on issues of discrimination and harassment at the time of hire, and all security staff receive annual refresher instruction. Additionally, security personnel within JHM participate in a simulation-based training program focused on culturally competent de-escalation.
- **Available courses.** Many courses offered through the university learning catalog to JHU employees address topics related to diversity and inclusion. These include classroom courses (e.g., Managing Workplace Diversity) and online offerings (e.g., Diversity on the Job and Managing Workforce Generations). In 2016, Human Resources launched a new introductory course called Diversity and Inclusion: 21st Century Higher Education, designed as a contemporary discussion of related topics, and a replacement of a former introductory course, Campus Conversations on Diversity and Inclusion. OIE offers a range of trainings with a focus on such issues as managing bias in the workplace, working collaboratively in a diverse environment, responding as a supervisor to workplace harassment and discrimination, and maintaining a safe and inclusive work environment. The Office of Continuing Medical Education also offers live and online courses that cover a range of topics, including health disparities and cultural competence for educators.

Programs on Race and Culture

We have been expanding enrichment opportunities on campus to include offerings exploring issues related to race and culture. These programs are designed to educate, challenge, and engage us in pressing issues—from the local uprising following the death of Freddie Gray in Baltimore in 2015, to the national conversation around economic and racial disparities, to the equal rights of women and the LGBTQ community.

Most prominent among these is the JHU Forums on Race in America lecture series, which resulted from campus conversations about race and injustice following the deaths of several black men across the United States at the hands of law enforcement. Forum speakers have included *Atlantic* correspondent Ta Nehisi Coates, filmmaker Dawn Porter, political activist

and scholar Angela Davis, and a panel of scholars on racism and social justice. Other programs include a 2016 “Redlining Baltimore” series hosted by the 21st Century Cities Initiative, a recent Bloomberg School of Public Health symposium on violence against LGBTQ populations, and highly attended annual events such as the MLK Commemoration, which has hosted speakers including Coretta Scott King, Maya Angelou, Bishop Desmond Tutu, and Morris Dees on the medical campus.

Exploring the University’s History

Our relationships on campus and in the community continue to be shaped and defined by the legacies of the university. In 2013, the university initiated a project to expand our collective understanding of our history. This effort, the Hopkins Retrospective, includes several components: an oral history project to record, transcribe, preserve, and share the histories of members of the Johns Hopkins community; an alumni archives project to collect materials and memories from former students; a website to highlight stories and images and collect submitted materials; and a comprehensive written history of the university by Stuart W. Leslie, a professor in the Krieger School of Arts and Sciences. The book is scheduled for completion in 2018.

This initiative will include attention to issues of race and diversity. In 2014, for example, undergraduate students in a course within the Program in Museums and Society developed an interpretive signage project that highlighted the historical significance of locations around the Homewood campus, including a structure that likely once housed slaves for the Carroll family when they owned the land on which the Homewood campus sits. In 2015, Homewood Museum, with support from a Johns Hopkins Diversity Leadership Council Diversity Innovation Grant, hosted a symposium titled *Perspectives on Slavery in Early Baltimore*. Our growing collection of oral histories includes a member of the first class of women to attend Hopkins for four years and one of the first African-American engineering students. In 2016, Dr. Leslie focused his annual Alumni Weekend lecture on the university’s historical engagement with Baltimore, with special attention to former JHU Chaplain Chester Wickwire and civil rights protests. A new fellowship program for the study of Hopkins history will begin in summer 2017, with special consideration given to student projects that propose to explore the history of diversity at Hopkins.

We also continue to address our historical legacies. In 1951, for example, faculty members at Johns Hopkins Hospital harvested cells from Henrietta Lacks, a 30-year-old African-American patient with cervical cancer, without her knowledge or permission. Her cells became known as HeLa cells, one of the oldest and most commonly used human cell lines in biomedical research. To honor Henrietta Lacks and her contributions to scientific discovery, Johns Hopkins has created an annual symposium, a four-year scholarship for a local high school student, and other programs.

Our Schools' Efforts

In addition, each of our schools and divisions has undertaken significant efforts to advance the conversations around diversity and inclusion. To highlight just a few:

- Johns Hopkins Medicine (JHM) responded to the unrest in Baltimore in spring 2015 by hosting more than 70 meetings in departments across the organization to give faculty, staff, and trainees a chance to share their perspectives and offer suggestions on how JHM could contribute to positive change. The meetings led to the creation of seven internal task forces, which synthesized feedback and presented proposals to JHM leadership on sustainable, high-impact projects aimed at making Baltimore stronger. One example is a series of one-mile walks around the local community led by the dean of the School of Medicine, president of Johns Hopkins Hospital, and other members of the JHM executive team. These walks, which started in fall 2016, are intended to build trust and engagement among the community, staff, and students.

The Office of Women in Science and Medicine was created in 2008 with the goals of recognizing, acknowledging, promoting, and retaining women leaders. The Leadership Program for Women Faculty was developed in 2009, and more than 250 women from across Hopkins have participated and graduated from the program including women leaders in the schools of Nursing, Public Health, Medicine, Engineering, and Arts and Sciences.

- The Krieger and Whiting schools appointed an associate dean for diversity and inclusion in spring 2016 after an extensive search. This new position helps oversee the divisions' activities around matters of equity, diversity, and inclusion; supports efforts to recruit and retain faculty, postdocs, and graduate students; and serves as a resource to help foster a culture that values and supports each member of the community.

The Krieger School received a diversity action plan from each department customized to specific needs and cultural disciplines/practices. Each department also has appointed a tenured/tenure-track faculty member to serve as a departmental Diversity Champion, ensuring that diversity and inclusion are factored into departmental activities and decisions. Also at the Krieger School, the Committee on the Status of Women has revived as an active force for socializing, networking, and information sharing on projects and areas of interest.

- The Peabody Diversity Pathway Task Force, established in the 2015–16 academic year, is examining Peabody's current state of diversity with a focus on underrepresented communities, and is establishing a long-term plan that addresses the diversity pipeline for students, faculty, and staff. The institutionwide task force, which includes

faculty, staff, students, and alumni, is fostering an ongoing conversation about the culture of diversity at Peabody and in the world of classical music.

- The Applied Physics Laboratory (APL) started a Diversity Working Group (DWG) in 1999 that included the director and other senior executives. This group was charged with defining the actions needed from supervisors and managers to achieve APL's commitment to diversity and inclusion. Over 16 years, the DWG implemented more than 70 successful diversity-related initiatives, 27 of which were directly related to building and maintaining a positive and supportive climate. In spring 2016, the DWG was replaced by the Inclusion and Diversity Executive Alliance (IDEA), which includes all of APL's senior executives, demonstrating the leadership commitment to these values. Among IDEA's early priorities are expanding the objectives of Lab-wide mentoring efforts to include career development opportunities, and bringing together the current 10 diversity-related Employee Resource Groups (ERGs) into a single and more inclusive APL ERG.
- The School of Nursing in 2015 launched a divisional Diversity and Inclusion Plan, which includes a range of teaching, recruitment, and community-building initiatives. Among these are the establishment of a SON Diversity Task Force of students, faculty, and staff; the hiring of a full-time human resources manager whose work includes supporting diversity in hiring and developing onboarding and orientation procedures aligned with diversity objectives; and quarterly meetings of the dean's Administrative Leadership Team focused on challenges and opportunities related to diversity and inclusion, with proceedings reported out to the SON community to foster discussion and engagement around these issues.

Alumni Communities

The Hopkins alumni community is diverse in all senses of the word, and Johns Hopkins aims to celebrate that diversity.

Affinity groups within our alumni population provide activities, support to current students, opportunities for networking, mentoring for alumni and students, and channels for engagement in university efforts. One of the oldest such groups is the Society of Black Alumni (SOBA), founded in 1995. SOBA seeks to create an environment that supports our black students as they develop into committed alumni, to encourage diversity at the university, and to offer mentoring and networking opportunities to alumni. JHU PRIDE is a newer group, established in 2014, with a mission to create a community for our lesbian, gay, bisexual, transgender, and queer (and/or questioning) alumni. The Johns Hopkins Alumni Association Alumni Council, the governing body of the 208,000-member organization, voted in 2016 to include a representative from both SOBA and PRIDE on its executive committee.

The Office of Alumni Relations seeks to develop and strengthen affinity groups because they foster relationships within diverse alumni populations and among alumni and students. Additional examples of these groups include the Men of Color Hopkins Alliance, Women in Business, and the SAIS Women Alumni Network. New groups in formation will focus on Latino alumni and those of South Asian heritage.

Our divisions are also forging new alumni linkages. Examples include the Black Alumni Group at Peabody and a growing alumni group at the Carey Business School's Leadership Development Program for Minority Managers.

Addressing Complaints

As a university we are committed to protecting the right of faculty and students to engage in free and vigorous debate, and to creating an environment that is open to the expression of views that may be provocative or uncomfortable. In fall 2015, the university adopted a Statement of Principles on Academic Freedom, a document that formally espouses our commitment to protect "the right to speak and create, to question and dissent, to participate in debate on and off campus, and to invite others to do the same, all without fear of restraint or penalty."

That openness relies on a broad respect for others in the community. Yet we know that our community is not immune from prejudice and bigotry. Our minority students, in particular, have shared that they experience moments of painful bias inside and outside the classroom. While we hope that the spirit of mutual respect and understanding that is the cornerstone of this *Roadmap* reduces the likelihood of these incidents (inadvertent or otherwise), our community members may experience injurious behavior that cannot be resolved without intervention. In these circumstances, the university has offices and personnel that can assist community members in constructively addressing these incidents:

- **Office of Institutional Equity.** The Johns Hopkins Office of Institutional Equity (OIE), located in the Wyman Park building on the Homewood campus, is responsible for assessing and investigating complaints of discrimination and harassment affecting students, staff, and faculty at the university to determine possible policy violations. Over the last several years, OIE has received an increase in complaints regarding the proliferation of platforms for anonymous speech, online in social media and in the public domain, which are too often used to denigrate rather than debate (e.g., Yik Yak). Although the university's capacity to manage these postings is limited, OIE will continue to review reported incidents and work with relevant agencies, such as law enforcement or social media companies, when it finds illegal threats or harassment.
- **Other student complaints and concerns.** As part of our commitment to ensuring a community that embraces diversity and promotes inclusion, we welcome expressions

of concern or proactive ideas for ways of strengthening our climate. To promote understanding and mutual respect, the university has at its disposal a range of different responses, including the provision of support for individuals or a group, education for individuals identified as involved with a troubling incident, issuance of a community statement, sponsorship of an educational event, provision of opportunities for mediation or restorative justice, and, if warranted in extremis, sanctions under university policy. On the Homewood campus, the associate dean for diversity and inclusion in Homewood Student Affairs is responsible for coordinating responses, in partnership with other relevant university officials.

Diversity Leadership Council

Founded in 1997, the universitywide Diversity Leadership Council (DLC) is a presidential advisory body that encourages, supports, and promotes the creation of policies and programs around diversity and inclusion. Its members are a cross section of faculty, students, and staff working in close affiliation with the eight divisional diversity councils.

Specifically, the DLC identifies and engages with critical university issues, such as championing the creation of the Latino Alliance, the development of the office of LGBTQ Life, and the improvement of family-friendly policies and services at Johns Hopkins, including the new Homewood Early Learning Center, opened in fall 2015. The DLC spearheaded the creation of Diversity Innovation Grants, which have supported projects that include the aforementioned symposium on slavery at Homewood farm, a community garden, and an LGBTQ leadership summit, among others. The council also hosts a Diversity Conference each fall, welcoming renowned speakers and offering workshops on a variety of topics, such as developing inclusive campus environments and living and working with an invisible disability.

The DLC is currently open to student members but has traditionally been composed largely of staff and faculty. The council recognizes the importance of adding new student perspectives to its work and ensuring that student voices are empowered to affect university policy and programming. For the 2016–17 academic year, the DLC welcomed its largest number of student members yet, adding four more seats for students. Additionally, the DLC formed a new subcommittee focused on enriching the student experience at Johns Hopkins.

Next steps

- **New cultural competency programs.** Based on the feedback of a wide range of student, faculty, and staff groups from across the university, we will offer—and in some cases require—additional training in diversity, inclusion, and cultural awareness. In spring 2016, the Provost’s Office tapped a Provost Diversity Fellow to produce a

comprehensive white paper outlining the effects of such trainings and evaluating the most effective and impactful trainings available across higher education and beyond. Following the completion of that paper in fall 2016, the provost will establish a universitywide workgroup to make recommendations for a suite of cultural competency training modules that meets the needs of our community (approximately 40,000 people). These trainings may focus on a range of topics, including how to respond to harassment and discrimination, how to create a positive and inclusive climate in a particular unit or department, and/or how to lead academic discussions on sensitive or provocative topics or events.

- **Creation of a Homewood diversity council.** In spring 2016, the deans of the Whiting and Krieger schools committed to creating a joint Homewood diversity council to advise on matters of diversity, advocate for policies that foster an inclusive climate, identify current practices that pose barriers to the engagement and success of underrepresented constituents, and implement innovations that advance the university's diversity goals. The Homewood Council on Inclusive Excellence (HCIE) will collaborate with related committees across the university (i.e., Diversity Leadership Council, Committee on the Status of Women, Homewood Student Affairs) to support programming that builds community. HCIE held an open meeting in fall of 2016 to engage Homewood stakeholders in diversity efforts, develop a collective vision for the council, and identify the council's priorities.
- **New websites.** In order to communicate more directly and effectively about the opportunities and services available throughout JHU, the university is developing or upgrading several important websites.
 - The Office of the Chief Diversity Officer is launching a website (diversity.jhu.edu) that provides information and updates on diversity and inclusion, including on-campus events and a place to provide feedback and ideas.
 - The Office of Institutional Equity has undertaken a comprehensive overhaul of its website (oie.jhu.edu), incorporating students' input regarding design, content, and navigability, to better inform our community about OIE services, resources, relevant university policies and procedures, and other information.
 - The university's accessibility site (accessibility.jhu.edu) was launched in 2016 to answer questions for students, faculty, and staff seeking accommodations; people who have questions about campus access; faculty interested in best practices for helping students with disabilities; and information about making electronic information technology and events on campus accessible to all.

Engaging with Baltimore



X. Engaging with Baltimore

Johns Hopkins is not only in Baltimore but truly and proudly of Baltimore. The fate of our institution is inextricably bound to that of our city, but, in truth, the relationship between Johns Hopkins and Baltimore has not been uncomplicated across our history.

Over the past several years, our commitments and partnerships with organizations across the city have grown deeper and more robust, reflecting the growing understanding of our role as an anchor institution and a recognition that contributing to a vibrant city is of core operational interest. We also appreciate the practical fact that our institutions (university and health system) have more than 36,000 employees in Baltimore, some 15,000 of whom are city residents. As Baltimore continues to suffer from racial injustice, intergenerational immobility, and disparities in areas such as educational opportunities and economic prospects, we understand that these circumstances also directly impact and involve many of those we employ and educate, and for whom we provide care. We are compelled to stand with willing partners to help our city realize its full potential.

Guiding our work and these partnerships is a commitment of inclusion, a conviction that our university and our city will both grow stronger if we stand together.

What we are doing

Economic Inclusion—HopkinsLocal and BLocal

As an anchor institution and Baltimore's largest private-sector employer, we embrace our role as an economic engine to create lasting opportunities locally. In fall 2015, driven by the fundamental belief that our business decisions can help broaden local prosperity, and encouraged by community partners, we launched a major expansion of our economic inclusion program across the university and health system. HopkinsLocal includes a set of specific, measurable commitments to increase our local hiring, purchasing, and contracting, expanding the opportunities available to Baltimore residents and its minority- and women-owned businesses.

These commitments represented not a project-by-project shift in approach but a deep-seated change across the institution. Over the past year, we have hired five new staff members within Human Resources, Procurement, and Design and Construction, a step that expands our internal capacity to meet our ambitious goals for HopkinsLocal. We plan to share our progress to date, including lessons learned and next steps, in our first annual report for HopkinsLocal by the end of 2016.

The launch of HopkinsLocal sparked significant interest among other Baltimore businesses looking to amplify the impact of this work, including those led by members of our board of trustees. A consortium of partners came together over several months to explore how they,

too, could leverage their collective influence to strengthen the economic fabric of our city. In spring 2016, we joined 24 other partners to launch BLocal, a sweeping initiative through which we agreed to an investment of at least an additional \$69 million into Baltimore's economy over three years.

As one of its first joint actions, BLocal partners created the BUILD College, a 13-session program that provides construction and business training for small, local, minority-owned, women-owned, and disadvantaged Baltimore-based businesses in the design and construction industries. Envisioned as an annual program, BLocal BUILD College will help participants develop key competencies and relationships necessary to drive the growth of their businesses. The first cohort graduated in fall 2016.

Place-based Commitments—EBDI and HCPI

Johns Hopkins has made profound commitments in the communities surrounding the university's two largest Baltimore campuses, Homewood and East Baltimore. In both areas, the university's work is aimed at supporting healthy, diverse, mixed-income communities.

The East Baltimore Development Initiative (EBDI) is a \$1.8 billion neighborhood transformation that has engaged government, private-sector actors, and philanthropies across more than a decade. The effort, in a neighborhood that is now called Eager Park, involves new affordable and market-rate housing, lab space, retail space, a new park, a soaring new hotel, and a community school (as mentioned below). Johns Hopkins' investments in EBDI have ranged from leadership to financial support to a catering guarantee that secured a local restaurateur's decision to expand into the neighborhood. The most recent investment was in fall 2016 when the university and health system provided \$1.6 million in grants to help 48 employees buy homes in Eager Park during a one-day event.

The Homewood Community Partners Initiative (HCPI) is a comprehensive revitalization strategy that encompasses 10 neighborhoods and two commercial districts around the Homewood campus. The HCPI plan, developed after months of consultations with community partners, identified five shared priorities that included areas such as public education and neighborhood safety. The university launched the partnership with a \$10 million commitment in 2012, and has since supported activities ranging from housing creation and blight reduction to retail development and improvement of public schools. In summer 2016, Johns Hopkins community partners launched an equity development planning initiative to ensure that lower income residents are empowered by and benefit from HCPI's revitalization efforts.

Public School Partnerships

Over the years, through volunteer service, individual commitments, and faculty projects, we have created linkages with Baltimore's public schools, supporting K-12 education in our city. For almost 60 years, for example, the Johns Hopkins Tutorial Project has provided after-school tutoring to elementary school students on the Homewood campus. We have often been asked by community partners to focus more of our institutional energy in this domain. In recent years, our work has intensified with several local schools, deepening the partnerships. Examples of those partnerships include:

- **Henderson-Hopkins School.** For more than five years, our School of Education has operated Elmer A. Henderson: A Johns Hopkins Partnership School in East Baltimore. With Hopkins' support, this public pre-K through eighth grade school moved into a state-of-the-art new building in spring 2014—the first new school in East Baltimore in more than 20 years. The school benefits from relationships with various parts of our university, including the School of Nursing and the Peabody Conservatory. The Henderson-Hopkins campus also includes the 30,000-square-foot Weinberg Early Childhood Center, also run by the School of Education, adding another amenity to the East Baltimore community.
- **Barclay Elementary/Middle School.** As part of HCPI, in fall 2015 the Whiting School of Engineering forged a 10-year partnership with nearby Barclay Elementary/Middle School and Baltimore City Public Schools to establish a flagship academic program focused on electrical and mechanical engineering and computer science from pre-K through eighth grade. In addition to support with teacher training and curriculum development, the partnership includes new, cutting-edge computer and engineering laboratories that offer 3D printers, custom computers, and a maker space.
- **P-TECH at Dunbar High School.** Also in East Baltimore, Johns Hopkins supported the launch of an innovative program called P-TECH at Dunbar High School in fall 2016. P-TECH is a public-private partnership that draws support from the business community, the city school system, and local community colleges. Over a six-year program, students earn a high school diploma, an associate's degree from a local community college (at no cost to the student), and the skills and knowledge to step directly into a health care-related job or pursue a further degree.

Summer Jobs for City Youth

For more than two decades, the Johns Hopkins Summer Jobs Program has opened a vast array of job possibilities to city youth. As mentioned in the Staff section of this *Roadmap*, in 2015, the university and health system increased the number of summer internships by 50 percent—creating a total of 300 jobs to help guarantee that every student who registered for

employment through the city's YouthWorks program would have the chance to work. In 2016, our institutions matched that total, hosting 326 city youth in the Summer Jobs Program, in addition to other local students through other programs at the university and health system.

Faculty-led Initiatives

Johns Hopkins faculty and scholars are investing substantial time and talent in the success of the city and its residents. Recent examples include working with the Baltimore City Police Department to implement a data-driven violence prevention program, offering specialty health care to city residents, and collecting the voices and opinions of Baltimore City youth in the wake of Freddie Gray's tragic death in 2015.

The Urban Health Institute (UHI) is a long-standing example of Johns Hopkins' partnership with its community. With community partners, the UHI works to understand how the university's research, teaching, and clinical expertise can be harnessed for the benefit of Baltimore and its residents while integrating community priorities into the university's work. Among the UHI's efforts, the annual Social Determinants of Health Symposium brings together local and national experts, community leaders, and Baltimore-based faculty and students to examine the root causes of health inequalities and identify evidence-based strategies to address them. In 2017, the UHI will launch the Bunting Neighborhood Leadership Program (BNLP) to train and support neighborhood-level and community-based organization leaders in Baltimore, strengthening a cadre of local leaders working to improve community health and well-being.

Another example of scholarly engagement is the 21st Century Cities Initiative (21CC), a multidisciplinary research and practice center launched in 2015 to bring together civic leaders, researchers, scholars, and students with a vital interest in cities. The goal of 21CC is to address the pressing needs of cities that have faced sharp demographic and economic changes, helping these communities catalyze their potential through innovative solutions. Early efforts of 21CC have included "Redlining Baltimore," a series of community conversations that reflected on the historical and contextual origins of the city's civil unrest in spring 2015; and its inaugural symposium *21st Century Neighborhoods: Research. Leadership. Transformation*, which brought together more than 250 city leaders and experts from across the country.

Community-based Learning

Through community-based learning opportunities, students can connect service with classroom experiences. At Carey Business School, for instance, students can participate in CityLab, two back-to-back practicum courses that allow students to immerse themselves in social entrepreneurship opportunities in partnership with area residents, stakeholders, and institutions.

At the East Baltimore campus, SOURCE runs the SOURCE Service-Learning Faculty and Community Fellows Program, which trains an annual cohort of faculty and community leaders to integrate service-learning pedagogy into for-credit academic courses that meet community-identified needs. SOURCE also coordinates the SOURCE Service Scholars program, which trains student leaders to support community projects, recruit and train volunteers, and respond to community requests. Finally, SOURCE offers a series of online modules to prepare individuals to work with a community, including topics on history, competencies for community work, and working with diverse populations.

On the Homewood campus, the Center for Social Concern's Community Impact Internships Program is a competitive, paid summer internship that pairs JHU undergraduates with community-based organizations in Baltimore. The result has been mutually beneficial relationships that support the organizations' work while helping students see more of the city and what it has to offer. Since the inception of the program in 2011, 225 interns have worked more than 60,000 hours with over 100 local nonprofits, community groups, and government agencies.

Next steps:

- **Reporting on HopkinsLocal.** Before the end of 2016, we will begin to report annually on the progress of our economic inclusion efforts through HopkinsLocal, providing data and trends on the effectiveness and impact of the work. In an effort to continue engaging the Baltimore community and national experts in this initiative and our BLocal initiative, we also plan to host a forum in the 2016–17 academic year highlighting challenges, opportunities, and innovations for economic inclusion in urban areas.
- **Margaret Brent Elementary/Middle School partnership.** Modeled after the Barclay STEM partnership, the Johns Hopkins School of Education will partner with Margaret Brent to create a flagship program around the arts, including arts education, arts and cultural experiences, and arts integration, which includes teaching non-arts subjects with and through the arts. SOE will provide professional development and teacher coaching to help teachers design arts-integrated curricula, and the university will continue supporting efforts to expand the school's growing list of arts partnerships and out-of-classroom programming.
- **P-TECH Dunbar expansion.** Johns Hopkins helped open P-TECH Dunbar with 50 students in fall 2016, and will grow the program, grade by grade, to 200 students within four years. This growth will require an increased investment in mentorship and increased opportunities for work experiences at Johns Hopkins institutions to help prepare students for careers in high-demand fields.

Closing



XI. Closing

This *Roadmap* was designed to express the foundational values steering our work in diversity, equity, and inclusion and to provide a concrete sense of the steps we are taking to evoke sustainable change.

The efforts laid out in this report are sprawling. To help ensure we remain accountable to our community, we have provided in the Appendix a table of the commitments in this report organized by topic and our timeframe for achieving them. We look forward to reporting back to you regularly on our progress.

The *Roadmap* itself denotes a new type of commitment to these issues in the breadth and specificity of the proposed efforts, in the emphasis on transparency and accountability, and in the full commitment of our deans, university leadership, and board of trustees. Indeed, in its review of this document, the board of trustees asserted the vital importance of applying the precepts of diversity and inclusion throughout the university, including in the recruitment of new trustees.

On Oct. 15, 2016 the university's board of trustees provided its endorsement of the *Roadmap*. The board's resolution follows.

JOHNS HOPKINS UNIVERSITY
BOARD OF TRUSTEES
RESOLUTION TO ENDORSE THE JOHNS HOPKINS UNIVERSITY
ROADMAP ON DIVERSITY AND INCLUSION
OCTOBER 15, 2016

Whereas the excellence of Johns Hopkins University depends on our ability to draw a diversity of people, background, thought and experience, and to cultivate an environment that allows for the full inclusion of all members of our community;

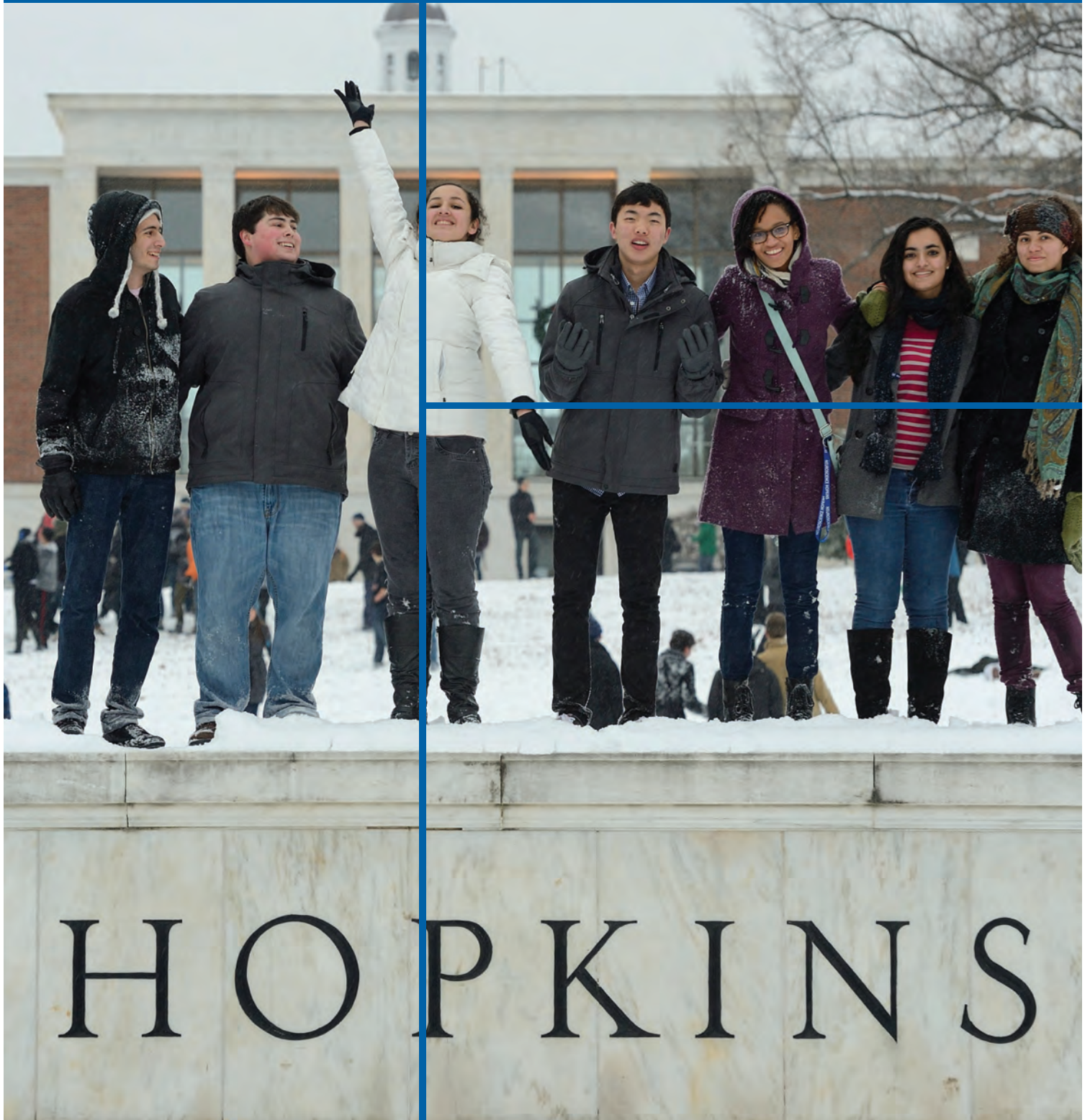
Whereas broad diversity is vital to the fulfillment of our University's purpose of critical inquiry and discovery, implicating virtually every component of our academic, research, and service missions;

Whereas the Roadmap on Diversity and Inclusion aims to articulate the values and ambitions of our University community in a transparent and accountable way, ensuring that we stand together in the immediate and long-term pursuit of our goals;

Whereas, while the commitment of the university senior leaders is essential for realizing the vision outlined in the Roadmap, so too is the dedication of the Board of Trustees, as the enduring steward of the University's continuing pursuit of excellence;

Be it resolved that the Board of Trustees endorses the Johns Hopkins University Roadmap on Diversity and Inclusion.

Appendix



XII. Appendix

Black Student Union — List of Demands

President Ron Daniels, Provost Shollenberger, Provost Lieberman, Secretary of Board of Trustees have agreed to meet with us to plan the way they will implement the list of demands we set up. Nov. 30, 2015 at 6 P.M.

1. We demand a public address to be held by the administration (including but not limited to President Ron Daniels, Provost Lieberman, Provost Shollenberger, and the Board of Trustees) to The Johns Hopkins community in which President Ron Daniels will announce an explicit plan of action detailing how the following demands will be instated.
2. We demand that The Johns Hopkins University creates and enforces mandatory cultural competency in the form of a semester-long class requirement for undergraduate students as well as training for faculty and administration.
3. We demand that the Center for Africana Studies be recognized as a Department.
4. We demand an increase in the number of full-time Black faculty members, both in the Center for Africana Studies and throughout other departments within the institution. Moreover, we demand equal representation of self-identifying men, women, and non-binary Black individuals within these positions.
5. We call on The Johns Hopkins University Krieger School of Arts & Sciences to support the hiring of faculty concerned with the history, culture, and political position of peoples of African descent. Calls for diversifying faculty are important, but equally crucial is attracting faculty whose work creates a scholarly community dedicated to Africana studies.
6. We demand accountability for peers, faculty, and staff who target Black students both inside of and outside of the classroom. Attending to such situations must transition from a passive email sent to the student body, to an active stance taken against racial intolerance by the administration. Perpetrators that aim to make Black students uncomfortable or unsafe for racial reasons must complete additional diversity training and face impactful repercussions for their actions.
7. We demand a transparent five-year plan from The Johns Hopkins University Office of Undergraduate Admissions regarding the welcoming of and retention of Black students. We demand black bodies be removed from diversity marketing campaigns until Hopkins addresses the low quality of life here that many Black students experience and the problems with retaining Black students all four undergraduate years and then takes the necessary steps to resolve them.
8. We demand more Black professors within the Women, Gender and Sexuality program to add a new dimension to the Department on intersectionality and inclusivity that is currently being neglected and ignored.

Key Dates in the JHU Diversity Roadmap

Questions, comments, and requests for additional information can be sent to diversityroadmap@jhu.edu

I. Restatement of Principles

Led by the President's Office, Provost, Chief Diversity Officer, and Chair of the Diversity Leadership Council

Activity	Description	Previous Commitment	Status
Committee to Re-examine University Statements on Diversity, Inclusion, and Equity	Convened and charged to canvass views across JHU about existing statements regarding diversity, inclusion, and equity and recommend a new universitywide statement for community input and review.	Launch in spring 2016. Complete in May 2017.	Initial review of existing statements completed. Advisory committee to launch in fall 2016.

II. Faculty

Led by the Provost's Office

Activity	Description	Previous Commitment	Status
Faculty Diversity Initiative	Five-year, \$25 million initiative to support recruitment and hiring of diverse faculty universitywide.	Launch in fall 2015.	Ongoing.
Enhanced Faculty Search Processes	Each division establishing new protocols for faculty searches to increase diversity within applicant pool.	Implement new practices in summer 2016.	Implemented new practices in summer 2016—summarized in divisional faculty diversity action plans.
Target of Opportunity Program	New resources provided to help recruit diverse scholars—up to \$100,000 per faculty member per year for three years.	Launched in fall 2015. Hiring ongoing.	Hiring ongoing. In the first year, 22 requests have been made, 15 were approved, and 12 new faculty have joined JHU.
Visiting Faculty Initiative	New resources provided to invite and support more visiting scholars in all academic divisions.	Launch in spring 2016.	Ongoing. Committed over \$700,000 over five years. In the first year, five requests have been approved across five divisions.
Diversity Postdoctoral Fellowship Program	Competitive, two-year program provides salary, benefits, research support, training, mentoring, and networking.	Launched active recruitment. First fellows expected fall 2016.	Ongoing. In the first year of the program, eight fellowships awarded summer 2016.
Diversity and Inclusion Faculty Research Award	\$50,000 award each academic year for exceptional research that advances knowledge on issues of equity, diversity, and inclusion.	First awardee anticipated fall 2016.	First winner and finalist announced, spring 2016.
Transparent Reporting and Accountability on Faculty Diversity	Divisions will receive guidelines for reporting faculty diversity data, grounding related efforts in data collection, analysis, and public reporting.	Ongoing.	Ongoing. Faculty composition data released fall 2016.

Status key: ■ Complete ■ On time ■ Timeline shifted ■ Project paused/restructured/significantly delayed

II. Faculty (continued)

Activity	Description	Previous Commitment	Status
Divisional Plans	Each academic division is currently preparing a three-year divisional faculty diversity action plan, including a rigorous self-assessment, clear goals, and strategies.	Complete in June 2016.	Draft plans were submitted in June 2016 and revised in September 2016.
Universitywide Department Chairs Meeting on Diverse Hiring	Interactive workshop on best practices and protocols for departments to use to recruit and retain diverse faculty.	Late spring 2016.	Convened, spring 2016.
Baseline Faculty Diversity Report	Report on faculty diversity data that will serve as baseline to measure progress in years to come.	Released in spring 2016.	Data released in fall 2016. Report to be updated biannually.
Cluster Hiring	Recruiting multiple scholars into one or more departments based on shared, interdisciplinary research interests.	Ongoing.	Two faculty recruited to the Center for Africana Studies; another search is ongoing.
Faculty Mentoring Program	Program designed to foster early- and midcareer faculty members; includes one-to-one, peer, and group mentoring.	Divisional plans launched fall 2015.	Ongoing.
Faculty Mentoring Award	A new award that will honor the full-time faculty member who exhibits excellence, generosity of spirit, and dedication in mentoring junior faculty members.	Established in spring 2016.	First two awards given, spring 2016. Annual program.
Faculty Mentoring Website	A new central website to supplement divisional faculty mentoring websites and provide resource materials for mentors and mentees.	Development in spring 2016.	Development of the website is still in progress and is scheduled to be completed by the end of AY16-17.
Faculty Mentoring Survey	First such universitywide survey will provide baseline data regarding faculty access and satisfaction with their current and past mentoring experiences.	Results to be distributed in late spring 2016.	Data analysis of the survey is still in progress. We anticipate a report to be released by the end of 2016.

Key Dates in the JHU Diversity Roadmap

Questions, comments, and requests for additional information can be sent to diversityroadmap@jhu.edu

III. Students

Led by the Office of the Vice Provost for Student Affairs and the Provost's Office

Activity	Description	Previous Commitment	Status
Baltimore Scholars	Comprehensive program review to offer greater financial support and robust programming to admitted Baltimore City Public School graduates with the greatest financial need.	Launch in spring 2016.	Complete on Homewood and Peabody campuses.
Expansion of Hop-In	Increase in number of students participating to 160 over four years; hire two additional staff members over two years, with student engagement in search.	Summer 2015 through summer 2018.	Summer 2016: 66 students in Hop-In. Two staff have been hired to date. Next position is funded for FY18.
Broadening Multicultural Affairs	Increase collaboration and coordination among the offices of Multicultural Affairs, LGBTQ Life, Gender Equity, and Campus Ministries to ensure that our programs and services are inclusive, serving the various needs and intersecting identities of students, and opening new, meaningful opportunities for them to engage with others.	Ongoing.	New structure created spring 2016 and Programming and collaborations are ongoing.
Transgender Workgroup	Ensure our policies and procedures are supportive of transgender students. Registration changed to preferred name (2015). Assessing facilities to ensure inclusivity.	New commitment.	Ongoing.
New Associate Dean of Diversity and Inclusion in Homewood Student Affairs	Oversees the Homewood Centers for Community, Diversity, and Inclusion.	New commitment.	Hired summer 2016.
New Diversity-Focused Positions in Homewood Student Affairs	Two new positions will support and foster programs focused on issues of diversity.	Created by summer 2016.	Complete. These positions were filled in summer 2016.
Student Advisory Board on Multicultural Affairs	Re-establish student advisory board to provide ongoing feedback on the programs and services of the office.	Convened by fall 2016.	Goal has evolved into regular community forums, starting in AY16-17 with student leaders from cultural-based organizations and advisory boards.
LGBTQ Needs Assessment	Second assessment of the Office of LGBTQ Life to review progress made and identify opportunities for improvement.	Launch in spring 2016.	Complete. Developing next steps fall 2016.
Task Force on Student Mental Health and Well-Being	Student, faculty, and administrative task force to assess the current state of JHU mental health services and resources, canvass current research and benchmark against peers, and recommend effective services and interventions, including those customized to meet the needs of diverse students.	Launch in spring 2016.	Ongoing. Universitywide survey completed September 2016. Recommendations to be made spring 2017.

Status key:  Complete  On time  Timeline shifted  Project paused/restructured/significantly delayed

III. Students (continued)

Activity	Description	Previous Commitment	Status
Homewood Student Disability Services Office Focus Groups	Work with members of SDS's Student Advisory Board to solicit their input and summarize and analyze the data.	New commitment.	Launch in fall 2016. Engage other JHU schools in 2017.
Mandatory Cultural Competency Workshop for First-Year Students	Designed to help first-year students reflect on their own identities and learn about the importance of diversity and inclusion at Hopkins.	Offer by fall 2016.	Launched AY16-17 (also mentioned under Climate, Culture, and Community).
Doctoral Program Directors Workshop	Identify and discuss the challenges in successfully recruiting a diverse doctoral student body.	New commitment.	Scheduled fall 2016.
JHU Membership in National Name Exchange	To help match JHU with minority students interested in graduate education.	New commitment.	Currently in development.
JHU Chapter of the Edward A. Bouchet Graduate Honor Society	Develop a network of scholars to support students who have traditionally been underrepresented.	New commitment.	Application submitted fall 2016. Launch anticipated spring 2018.
Graduate Student Composition	Develop and publish data by the end of AY16-17 on the racial and gender composition of the graduate student community by division and department	New commitment	AY16-17

Key Dates in the JHU Diversity Roadmap

Questions, comments, and requests for additional information can be sent to diversityroadmap@jhu.edu

IV. Staff

Led by the JHU Office of Human Resources

Activity	Description	Previous Commitment	Status
HopkinsLocal	Joint university–health system economic inclusion initiative to hire staff from Baltimore’s most distressed communities.	Launched in fall 2015.	Ongoing.
Increasing Entry-Level Hiring	Collaboration among university, health system, Mayor’s Office of Employment Development, and a local nonprofit workforce development company to train residents of Baltimore’s most disadvantaged communities with skills for key positions.	Launched in fall 2015.	Launched in fall 2015.
Expanded Finance Diversity Mentor Program	Evaluate what has and has not worked in current Diversity Mentor Program in University Finance, in order to strengthen the model for expansion across other functions and offices.	Ongoing.	Ongoing. Expansion planned for FY17.
Improving Staff Professional Development	Roll out a streamlined performance-feedback program to ensure that supervisors and their staff are discussing performance strengths and development opportunities twice a year.	Academic year 2016–17.	Initiative launched, efforts ongoing.
Health and Health Services Study Committee	Committee is examining several areas of employee health services, paying special attention to needs of Johns Hopkins’ lowest-income employees.	Recommendations in spring 2016.	Recommendations to be made fall 2016. Additional analysis and consultation in FY17, with implementation to take place FY18.
Enhance Diversity Training for Managers and Staff	Develop both the quantity and quality of diversity-related training available to staff.	New commitment.	Begin FY17.
Staff Diversity Initiative for Hiring and Recruiting	Review the FDI and industry best practices around diversity, and make recommendations around new processes.	New commitment.	Workgroup to be convened FY17. Implementation planned for FY18.
Enhance Family Support Benefits	Develop a plan to support a broader range of child care options and offer a wider spectrum of options to our employee community.	New commitment.	Develop options FY17.
Develop and Report on Measures of Progress	Open and transparent reporting on overall diversity of our workforce and updates on our efforts.	New commitment.	Ongoing.

Status key: Complete On time Timeline shifted Project paused/restructured/significantly delayed

V. Education

Led by the Provost's Office and Krieger School of Arts and Sciences

Activity	Description	Previous Commitment	Status
Commission on Undergraduate Education II (CUE2)	Provide a current assessment of the state of undergraduate education, and updated recommendations, including among its priorities a comprehensive review and analysis of how best to address the challenge of preparing students to understand and appreciate an increasingly complex and interconnected world.	Launch in spring 2016.	To be launched 2017.
Recruitment/Hiring of Five Faculty Lines Connected to Center for Africana Studies	Includes two faculty lines in Africana studies, two in history (one in African-American history, one in African history), one Bloomberg Distinguished Professor.	Underway, spring 2016.	Hired four new faculty; one search is ongoing.
Committee on Centers and Programs in KSAS	Committee will assess the state of centers and programs in the arts and sciences and recommend how to strengthen their role and presence within the school.	Established spring 2016.	The committee has been asked to submit its report and recommendations by spring 2017.

VI. Climate, Culture, and Community

Led by the Chief Diversity Officer

Activity	Description	Previous Commitment	Status
Workgroup on Diversity and Cultural Literacy Training	Will seek out and evaluate the most effective trainings, and recommend appropriate training programs, whether mandatory or available for enrichment and development.	Launch in spring 2016.	Foundational research done summer 2016, workgroup to launch TBD
Mandatory Cultural Competency Workshop for Incoming Undergraduates	Designed to help first-year students reflect on their own identities and learn about the importance of diversity and inclusion at Hopkins.	Offer by fall 2016.	Launched AY16-17 (also mentioned under Students).
New Office of Institutional Equity Website	Highlight OIE's centrality as a resource for the entire community, adding to OIE's introductory session during freshman orientation, and OIE's trainings and presentations to student, faculty, and staff groups throughout the year.	Complete in spring 2016.	To be launched fall 2016.
Enhanced Coordination on Responses to Incident Reports	Convene working group to seek input from faculty, staff, and students on the types of responses to bias-related incidents that may work best in various situations.	Establish in spring 2016.	Developing a more structured and proactive approach to responding to student complaints about campus climate.

Key Dates in the JHU Diversity Roadmap

Questions, comments, and requests for additional information can be sent to diversityroadmap@jhu.edu

VI. Climate, Culture, and Community (continued)

Activity	Description	Previous Commitment	Status
Expanded Diversity Leadership Council to Empower Student Voices	Expand the DLC to include standing seats, shared among key student groups, to be filled during our annual nomination process; will help ensure that student voices are empowered to impact university policy and programming.	Spring 2016	Additional efforts made to recruit student members; four additional student members added; Student Experience subcommittee launched.
Homewood Diversity Council	Whiting and Krieger schools are creating a joint council to focus on issues of particular interest to those divisions.	Convene in spring 2016	Homewood Council on Inclusive Excellence launched fall 2016.

VII. Baltimore

Led by various offices, including Finance and Administration, Government and Community Affairs, the President's Office

Activity	Description	Previous Commitment	Status
Academic Conference on Race and Inequality in Baltimore	Multi-university symposium that will explore the legacy of race-related policies and programs in Baltimore.	Host in fall 2016.	Conference on hold. Planning next round of 21st CC Redlining Series to be held AY16–17.
JHU Diversity and Inclusion Website	A new website that provides information and updates on issues related to diversity and inclusion.	New commitment.	Expected fall 2016.
Expansion of HopkinsLocal	Expand the principles of HopkinsLocal—the Hopkins-wide effort to build, hire, and buy local—to recruit nonaffiliated local businesses to the cause, broadening its impact.	Spring 2016.	BLocal launched spring 2016.
Reporting on HopkinsLocal	Report annually, provide data, work with BLocal partners to track progress.	New commitment.	FY17.
Formalize Partnership with Margaret Brent Elementary/Middle School	Create a flagship program around the arts, provide professional development and teacher coaching, and support efforts to expand the school's partnerships and programming.	New commitment.	In development.
P-TECH Partnership Schools	Working to launch a P-TECH program at Dunbar High School that helps students achieve a HS diploma, associates' degree from a local community college, and key, marketable job skills.	Expected in fall 2016.	P-TECH Dunbar opened with 50 students in fall 2016. Will expand to 200 students within four years.

