

## Feedback from Faculty, Staff, Students, and Organizations on the JHU Roadmap on Diversity and Inclusion, October 2016

**A** critical strength of the *JHU Roadmap on Diversity and Inclusion* is its reflection of the input and feedback of the university community, gathered over many months through open forums, small groups, organizational meetings, and email correspondence.

Following the release of the draft *Roadmap* in February 2016, individuals and organizations across the university responded with their ideas, critiques, and feedback. The university received more than 100 individual responses through email and a feedback form available on the Provost Office website. In addition, more than 30 distinct groups of faculty, students or staff provided direct feedback, often to the president, provost or other university leaders.

## Summary of Feedback

*(as stated in the Roadmap)*

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.

# Who Provided Feedback

Members of the JHU community were invited to provide reactions, recommendations, comments, or any other type of input using a dedicated email address ([diversityroadmap@jhu.edu](mailto:diversityroadmap@jhu.edu)) and a comment form on the Provost Office website ([http://web.jhu.edu/administration/provost/diversity\\_roadmap](http://web.jhu.edu/administration/provost/diversity_roadmap)). Some responders chose to leave either their names or affiliations while others made their comments anonymously.

In addition, the president, provost, deans, and other university leaders convened and participated in dozens of meetings to discuss the *Roadmap* and solicit input and suggestions.

## *Online input from individuals*

- o Faculty (17)
- o Students (7)
- o Staff (27)
- o Alumni (38)
- o Unidentified (17)

## *Written comments from groups and organizations*

- o Black Student Union
- o Center for Salud/Health and Opportunities for Latinos
- o Diversity Leadership Council
- o Diversity Leadership Council Disability subcommittee
- o Society of Black Alumni

## *Meetings and input from organizations*

- o Academic Councils: Bloomberg School of Public Health, Carey Business School, Homewood schools, Peabody, School for Advanced International Studies, School of Education, School of Medicine, School of Nursing
- o Bloomberg School Advisory Board
- o Black Faculty and Staff Association
- o Black Student Union
- o Council of Deans
- o Diversity Leadership Council; DLC Applied Physics Lab
- o Faculty Budget Advisory Committee
- o Graduate Representative Organization
- o Homewood Student Affairs
- o Human Resources town hall
- o JHU Board of Trustees: executive committee, full board, committee on academic policy, committee on student life, council of emeriti
- o JHU Alumni Association
- o Society of Black Alumni
- o Student Advisory Committee for Housing, Residential Life, Dining and Conferences
- o Student Government Association
- o University all chairs meeting

# What We Heard

Much of the feedback we received to the first draft of the *Roadmap* broke into overarching themes. The following sections list several of those themes, with brief summaries of ideas that were frequently noted or echoed in the responses, and examples of direct quotes from the feedback. Much of the feedback we received to the first draft of the *Roadmap* touched on recurring themes. The following sections list several of those themes, with brief summaries of ideas that were frequently noted or echoed in the responses, and examples of direct quotes from the feedback. The widely varying opinions of members of our community on every aspect of our work are clearly reflected in the range of comments we received.

While not every comment is represented in this summary, all were read by the Office of the President and the Office of the Provost and considered in the creation and editing of the final *Roadmap*.

## I. *Perspectives on Diversity*

*Following is a summary of comments received related to this theme.*

- The definition of diversity at JHU needs to be expanded to include a broad range of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, socio-economic status and intellectual views.
- Special attention needs to be paid to the experiences of black members of the Johns Hopkins community. The document neglects to deal with institutional and individual racism, which remain important issues.
- More must be done to address gender disparities; through this document, one could wrongly conclude that the issues women face have been resolved.
- There must be a balance between free speech and hateful speech, which threatens the wellbeing of students on the Homewood campus, and our community must tolerate a diversity of thought that includes conservative and liberal views as well as politically correct and politically incorrect ideas.
- Part-time and distance learning student represent a potential untapped resource of students who bring diverse experiences and perspectives to JHU.
- Efforts around diversity may reflect a lowering of standards, a liberal agenda that suppresses free speech and promotes political correctness, or a concession to the demands of groups that are not willing to play by the rules.

## Quotes on Diversity

*Following is a sample of quotes received in comments related to this theme.*

- “While it is critical that the diversity roadmap addresses issues of isolation and sense of unfairness to the black students/faculty & LGBT, I want to make sure that we take a more broad-based view of dissemination. One group that we ought to think about are our Muslim students and faculty. Many of them feeling being judged on a daily basis...”
- “African-American undergraduates have for years complained of an unwelcome and often hostile environment at Johns Hopkins. This perception is based on the treatment they received while attending the university and also based on comments made to and about them by white students and faculty. African-American students subjected to such treatment have a lesser chance of academic success than their white counterparts.”
- “I find a huge disparity between the grand statements of a professed commitment to diversity and inclusion at Hopkins and the daily actions and policies at the university that show otherwise. Creating large-scale initiatives, without admitting to and then addressing the day-to-day micro-aggressions and simple insensitivities that prevail across Hopkins, simply isn’t good enough.”
- “The standards of excellence should be just that regardless of color, gender, religion, or sexual identity. We should all be evaluated by ONE standard and therefore be recognized, promoted and mentored the SAME way.”
- “Diversity at the sake of quality hurts students. It appears you are putting a large amount of resources to solve something that I don’t believe is a problem. As far as I’ve seen at Johns Hopkins it is extremely diverse. I know it is a Core Value and it is practiced to the point that white males are the minority by far. It appears like protesting is the ‘in fashion’ leisure activity this year.”

## II. Faculty Recruitment, Retention, and Pipeline

*Following is a summary of comments received related to this theme.*

- The commitment to recruiting and retaining faculty of color has not been sufficient; a stronger commitment is needed for success. Programs such as the Mosaic Initiative have been touted, but their impact has not been sufficient or sustainable. Progress ultimately depends on each department, but some respondents suggested the deans may need to exercise increased oversight over the faculty hiring process.
- Retention is just as critical as recruitment, particularly for black and other URM and women faculty. Faculty need mentorship once they have been recruited; diverse junior faculty seek mentorship from diverse faculty, and could be matched with academics from other institutions. Faculty from historically underrepresented groups need greater recognition of and appreciation for the non-academic service they are called on to provide. Token or siloed hiring is insufficient and contributes to climate issues on campus.
- The pipeline to the professoriate must start at an early age. The university must increase its outreach to K-12 educational institutions. For undergraduates, the university should develop programs such as MAPP and JUMP for engineering students and others. Departments (particularly those with low URM representation) also need to take a more active role in mentoring undergraduates, and exposing them to a gamut of career opportunities and disciplines. A pipeline begins before students know they are in it.
- The university should be more creative in building the pool of diverse faculty applicants, including through a greater focus on graduate training at all levels—including additional post-doctoral programs—and through strategies such as cluster hiring.

### **Quotes on Faculty Recruitment, Retention, and Pipeline**

*Following is a sample of quotes received in comments related to this theme.*

- “...One has to wonder if Johns Hopkins had the institutional will sufficient to change the faculty landscape. Institutional will, as such, comes from the top and if the president and board of trustees are presently committed to a racially diverse faculty, this sense of mission will be conveyed to the provost, deans, and department chairs. However, if a racially diverse faculty is

not a recognized priority, Johns Hopkins will continue mired in the past, with nothing to show that there was ever a goal of truly building a racially diverse, world-class faculty.”

- “The junior white women, people of color, people with disabilities, LGBTQ, and members of underrepresented groups don’t need more mentoring from senior white men.”
- “Articulate the long view. ... This means paying attention to diversity and inclusion in every classroom. This is both in the name of strengthening the pipeline and in the name of creating a teaching and learning environment that will attract and retain diverse students and faculty.”
- “[I]n reading the *Roadmap*, I see a heavy focus on black and Hispanic faculty. Diversity is much more than this. The university needs to recognize and celebrate the contributions of people of all ethnicities, religious backgrounds and gender identities. Is the effort only to recruit and retain black and Hispanic faculty? How about Muslim, Middle Eastern, Asian, and LGBTQ faculty?”
- “There are many well qualified and accomplished African-American scholars in all disciplines currently at universities and colleges throughout the nation and despite reports to the contrary, there are also many in the pipeline, being recruited by schools other than Johns Hopkins.”
- “...As the findings highlighted in the *Roadmap* show, programs such as the Mosaic Initiative only point out that no real or long-term change can result from simply throwing money at the problem. Needed is a change in the university’s culture and a financial commitment, all combined with transparency and accountability. It is then that change could occur...”

### III. Student Recruitment and Support

*Following is a summary of comments received related to this theme.*

- The recruitment of a diverse student body will depend on retaining URM faculty; students contemplating JHU will be discouraged if they cannot find faculty who look like them.
- Inclusion is a central issue for URM students at Johns Hopkins, who may feel a sense of isolation on campus. Black students report lower satisfaction and higher levels of stress than their white classmates.
- The university should do more to foster inclusion through a range of actions that may include helping ensure students are “taught to be tolerant of those who are different,” as well as responding proactively to incidents of bias or intolerance.
- University supports specifically for URM students should include:
  - o Additional mental health supports, including counseling around mitigating the mental health effects of systemic bias, stereotypes, and discrimination and enhanced promotion of the Students of Color Support Group from the Counseling Center.
  - o Expanded funding for groups such as the Men of Color Hopkins Alliance (MOCHA) and Female Leaders of Color (FLOC), and for living and learning supports for lower income students of color.

#### **Quotes on Student Recruitment and Support**

*Following is a sample of quotes received in comments related to this theme.*

- “...The main problem I see students talking about is “inclusion.” Feeling that you are included in the system, supported by other students and faculty to reach your highest potential, and that classrooms/labs/clinical settings are set-up with the feeling of included...”
- “...Students are also here to learn and also to continue to be lifelong learners and so it is our job to ensure they are taught to be tolerant of those who are different, and to understand that diversity breeds an environment of acceptance, richness in thought and differences of opinions and the learning of other cultures and ethnicities...”

- "...One item I noticed was missing from the diversity road map is representation from distance and part-time students, such as myself. I think JHU has an opportunity to expand the scope of [its] diversity initiatives by reaching out to this untapped group of students... There are numerous talented, diverse students who have geographic constraints but could add to the diversity of Johns Hopkins by attending distance classes..."
- "[He] suggested that we should have a bigger emphasis in graduate training, noting that there is more diversity in undergraduate students. He stated that we would have a lot bigger pool to choose from if we had started training a diverse PhD population 20 years ago."

## IV. Staff Retention, Development, and Benefits

*Following is a summary of comments received related to this theme.*

- The university should focus on retention and advancement of URM staff at all levels, promotional opportunities for mid-level staff, and providing more opportunities to URM staff in particular career tracks.
- The university should expand opportunities for professional growth. This may include making new opportunities available for diverse staff in middle- and senior-level positions, creating mentorship programs that pair URM staff with key executives, or expanding participation with URM-focused affinity groups.
- Managers are responsible for supporting or training staff as they enter and advance through JHU ranks, and may need more support. This support could include mentoring programs and stronger partnerships with affinity groups at JHU.
- Within benefits, a strong focus on family-related issues includes a desire for a more robust maternity leave, improved child care options at all income levels, and family leave and child care options for graduate students. Respondents requested a larger tuition remission benefit, and the ability to use such benefits for a broader spectrum of education and training activities.
- Diverse leaders need to be visible across JHU's campuses and at all levels of the institution. Diverse leadership teams would help with recruiting standards.

### **Quotes on Staff Retention, Development, and Benefits**

*Following is a sample of quotes received in comments related to this theme.*

- “Most African Americans serve in nonprofessional entry jobs and do not seem to advance to professional positions. This disconnect is because of two things: 1) lack of roadmap for promotional opportunities and advance their career at JHU and 2) lack of role models. As a mid-level administrator ... there is no one in leadership of the school that looks like me that I could look up to as an example or a role mode. My Caucasian colleagues have many examples or options to learn how to navigate leadership because almost everyone in management is white.”

- “My experience is that managers tend to hire staff that they can relate to on the basis of common experiences, family ties, college attended, etc. As a manager who has hired very diverse staff, it is very difficult to get support and devote time when additional training and mentoring is required so only the best and brightest tend to be offered positions because the investment on training from the managers is less.”
- “There are more black staff doing menial jobs than there are students at the entire university. Change this!”
- “It would be extremely beneficial if there could be more oil paintings of blacks who have made a big difference at Johns Hopkins. Honestly, seeing more oil paintings of people of color would make my dreams and aspirations feel more attainable, and make me feel that my time at Hopkins was worth something and was appreciated.”

## V. Training for Faculty, Students, and Staff

*Following is a summary of comments received related to this theme.*

- Training can and should be built on existing JHU resources, such as the Center for Educational Resources, the Preparing Future Faculty Teaching Academy, and the Toolkit for Inclusive Learning Environments project.
- Faculty need more support around how to negotiate conversations regarding issues of diversity and inclusion in the classroom. The university may also need to remediate the behavior of particular faculty members through professional development trainings.
- The university should implement more mandatory training around cultural competencies, cultural sensitivities, and/or unconscious bias training for all faculty, students, and staff, whether through programs or credit-bearing courses. Exposure to these trainings should extend beyond any orientation period.
- The university should not mandate cultural competency training. For already taxed students this will feel like just another obligation.
- The university should focus on staff development, including spending more time training and supporting managers, and fostering community and respect through face-to-face conversations between employees and supervisors.

### **Quotes on Training for Faculty, Students, and Staff**

*Following is a sample of quotes received in comments related to this theme.*

- “There is a tendency when an incident occurs to overcompensate in ways that may not be helpful; people may need guidance in how best to respond, as opposed to just appeasing the complainant.”
- “Even for someone well versed in issues of diversity, confronting diversity requires a continual process of digging deep into oneself to discover and examine prejudices and assumptions, fears, and expectations. When welcoming new folks into the community, I think it is important to prepare them with the skills, language, to peruse such inquiries, as well as the reasons why such explorations are so important.”

- “Why is the university mandating training available onto the incoming undergraduates, and not on the rest of the community? ... Cultural competency should be considered a mandatory part of faculty and staff training also. Periodic refreshers (say, every five years) might not be a bad idea.”
- “The need for staff cultural competency training was brought up several times.... Comments focused on not only the need for staff to enhance their own cultural competency but also on the role that staff play in setting the example for students through their behavior and conversation.”

## VI. Accountability and Transparency

*Following is a summary of comments received related to this theme.*

- JHU must rigorously measure the success and impact of diversity and inclusion initiatives to establish the quality and content of programs. Through budgets, plans, data, metrics, timelines, and evaluations of diversity-related initiatives, the community can hold university leaders responsible for making progress in these areas.
- JHU's professed commitment to diversity and inclusion warrants a skeptical response. The university has launched similar initiatives in the past, and needs to show those described in the *Roadmap* efforts are different and sustainable.
- The end goals are not always apparent in the *Roadmap*'s descriptions of efforts or values. Clearer definitions of success are needed to understand and work toward our ultimate goals.

### Quotes on Accountability and Transparency

*Following is a sample of quotes received in comments related to this theme.*

- "Data and accountability needs to be strengthened throughout the *Roadmap*. Please commit to public posting of complete data on faculty, student, and staff diversity, including counts and also measures of climate (survey data). ... Use data to evaluate and drive initiatives, policies, and changes."
- "What is our definition of full participation? What does this look like for each of [our] constituents? How do we explore this to better understand what full participation equates to in the Hopkins experience?"
- "The *Roadmap* is vague as to what specifically is wrong at JHU; for example, what are the three most egregious acts of discrimination in the history of JHU that the *Roadmap* seeks to remedy? Is there anything that JHU really needs to apologize for, or is this just politically correct groveling?"
- "Perhaps put some targets or benchmarks in place to be able to measure progress in a formal way. We often have anecdotal evidence, but this doesn't

always substantiate changing the course of things. If there is a way to use data to help determine targets that would be very useful.”

- “The *Roadmap* fails to provide concrete specifics regarding how a majority of these initiatives will be implemented; it lacks specifics regarding how many resources will be allocated to each endeavor, and does not provide a timeline of when the projects will start or end. The lack of specificity is troubling because we—as members of the Hopkins community—deserve to know specifically how these initiatives will be implemented so that we can better support and even offer suggestions...”

# Other Selected Quotes

Following is a broad sample of quotes received in comments on the Roadmap.

“Only negative thing about the *Roadmap* is that the university did not start this initiative 20 years ago.”

“There should be more opportunities where people associated with Hopkins can learn more about the complex history of Johns Hopkins and Baltimore City. It is a little uncomfortable, but Johns Hopkins has been trying to make amends and knowing the complex history can really help set the scene for the Caucasian people associated with Johns Hopkins who have not grown up in Baltimore.”

“I do hope that you will remain 100% dedicated to freedom of speech for both politically correct and politically incorrect ideas. All too often, universities are denying freedom of speech to those people whose views are not in line with the liberal students and professors, while at the same time anti-white, anti-male, anti-Jewish, anti-Christian speech is condoned.”

“The Johns Hopkins University is a predominantly white institution that was founded by and for white men. While progressive strides have been made, whiteness is still a default setting for many of the academic departments and centers at this university. Such is something that we as a university need to actively acknowledge in order for structural change to occur.”

“I do think our future planning and allotment of resources would benefit from input from scholars of many different points of view to ensure our efforts produce success and indeed we need a rigorous definition and perhaps discussion of what is success and what is equality.”

“...I see hints of quotas. While not stated there, if this is what is wanted then bring it to light and quantify what is wanted and show that it will maintain the same level of quality for academics, faculty, students, and staff.”

“‘We will form a committee to recommend a new universitywide statement of principles...’ This comes across as passive when the reader wants more active commitment. A committee to recommend something reeks of the old way of doing business in higher education and prevents us from seeing lasting change.”

“Have someone monitor the parent Facebook group and have Hopkins experts interject with facts, opinions, reports, studies.”

“There is no plan for developing criteria that clearly states what is considered misconduct vs simple freedom of speech, nor is there a clear plan for how the university will respond to such incidents beyond the [Office of Institutional Equity].”

“Why don’t you just let students go to JHU for their degree choices, NOT for their race? It’s terrible that you need to include all races, even though they might not even be qualified to attend. Put the students’ learning first, you shouldn’t have to worry about the race or the need to include that information up front. Education should be the determining factor, not whether the student is black or not.”

“I thought I should reply immediately as I was struck by the lack of any reference to, or inclusion, or indeed any mention of First Nations people.”

“A key to diverse participation is providing the support systems of a modern workforce. The recent opening of the Homewood Early Learning Center was a major step forward for faculty and highly paid staff and leadership. However, there is a gap for lower paid employees and trainees. To fill the pipeline of faculty and ensure that academic positions are obtainable by women, it is critical to provide affordable child care...”

“It is imperative that the university consider the comments of the cohort that has been most severely impacted by these exclusionary policies and practices, in contrast to the negative commentary offered by others who have wrongly described the *Roadmap* as being a thinly-veiled plan for affirmative action.”

“I take issue with the phrase ... ‘equal rights of women’, because there are literally no rights in the United States that men have that women don’t have. Working towards ‘equal rights of women’ is nonsensical, because there’s nothing to work towards when rights are already equal.”

“By 2020 Maryland will be majority minority. It’s more than past the time to recognize that fact in our higher institutions of learning and to understand its importance to a student of color to have a faculty member who looks like them. In my experience at JHU, I wasn’t privy to that. I had to make those connections on my own, outside of a university connection, in the writing community. In Maryland, even that was a bit of a challenge, since most literary institutions are predominantly white, predominantly affluent and predominantly male.”

“From countries around the world, we can see that cultural diversity is not necessary for excellence. The university campuses are so hostile towards opposing views these days that students are afraid of issuing their concerns towards policies. Lowering standards will not solve anything.”

“My biggest singular concern is that the *Roadmap*, written and implemented with best intentions, may create a shallow diversity with people of many labels but singular thought.”

“I am not all together ancient but I can remember entrances being referred to by people not much older than I as the ‘old colored entrance’ and this used to be ‘the colored morgue’ when visiting the hospital, and there still being intolerance of many sorts on the undergraduate campus when I was a student in the 1970s.”

“In order to honor the *Ten by Twenty* commitment of, ‘guaranteeing equal opportunity for every person in our community,’ and the *Roadmap for Diversity and Inclusion’s* ‘commitment to our communities,’ it is critical that Johns Hopkins consider the needs and assets of those students to ‘create the conditions necessary for the transition to college, academic success, and full engagement in campus life.’”

“I would suggest creating a diversity career coach for undergraduates—this person could coach students who may have unique career development considerations ... and also work in an employer outreach capacity working to establish relationships with companies that have a strong interest/commitment to creating a diverse workforce.”

“Discrimination based on gender, ethnicity, sexual preference, etc. has been illegal for several decades, and the laws prohibiting it continue to be enhanced. What more is really needed?”