

Second JHU Roadmap on Diversity, Equity, and Inclusion: Realizing Our Promise

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I. Executive Summary

Vision

The second JHU Roadmap on Diversity, Equity, and Inclusion is based on a vision of Johns Hopkins as a pluralistic community that embraces the values and imperatives of diversity, equity, and inclusion as integral to our institutional missions of education, research, and service and our commitment to freedom of inquiry and expression. We strive to be a place that celebrates and recognizes the vital importance of differences of experience, backgrounds, and thought. We believe that diversity, inclusion, and equity are critical to the well-being of democratic society and to a university environment that allows each member of our community to feel valued, engaged, and empowered to succeed.

Looking back on the first JHU Roadmap on Diversity and Inclusion

The first JHU Roadmap on Diversity and Inclusion was developed over the fall and winter of 2015–16, at a time of student protest at our university and beyond. Student groups, led by our Black Student Union, drew attention to racial disparities in higher education and across society, calling for dramatic change. Six years later, our nation still aches under the painful weight of systemic and divisive inequities and acts of hate, even as people and organizations across our country, our cities, and our campuses come together to fight for better. We also find ourselves living in an increasingly polarized and divided nation with fewer and fewer means and opportunities to build bonds that not only reinforce our own affinities and identities but also allow us to bridge divides and connect across our differences.

When Johns Hopkins embarked upon the first Roadmap, our collective aim was to codify our commitment to key values and to focus on strategic initiatives that would advance our aims on a sustained and transparent basis.

Over the past five years, the university and our divisions have made meaningful progress. Together, we invested \$25 million in a Faculty Diversity Initiative, adopted model search practices universitywide, shifted permanently to need-blind and no-loan admissions while increasing on-campus supports for first-generation and low-income students, expanded mentorship and professional development offerings for staff, expanded paid family leave, and set and exceeded measurable public goals on all aspects of our local economic inclusion programs, among other efforts. We also built new institutional and divisional capacity for transparency and rigorous accountability, particularly through regular engagement with our board of trustees and their endorsement of the Roadmap goals, annual progress reports and the development and introduction of detailed composition reports, down to the department level, on staff and faculty and graduate students.

In this period, at a universitywide level, the university as a whole increased diversity in each major segment of our population, in some cases substantially, such as the percentage of undergraduate students from underrepresented racial and ethnic groups in incoming classes increasing from 14.9% to 32.5% from 2010 to 2019 and across the entire student body from 25.0% to 27.4% from 2010 to 2019. In other areas, there was a meaningful but more modest increase, with faculty from underrepresented racial and ethnic groups increasing from 8% in 2015 to 10% in 2019, while the percentage of staff who self-identified as being part of an underrepresented racial or ethnic group

increased from 37% in 2015 to 41% in 2019 and those in managerial roles increased from 22% in 2015 to 27% in 2019.

Yet, in this and other dimensions, we did not achieve all we had aimed to accomplish.

We had hoped, for example, that the unprecedented availability of data in the composition reports would drive even greater discourse and action at the departmental and organizational level. In the aggregate, important growth occurred, but the results are inconsistent and, as the composition reports point out, in some areas there has been no progress at all. We heard again and again that more must be done to ensure there are more effective local implementation strategies and supports for our universitywide commitments, and that campus climate remains a persistent challenge. Equity and inclusion in daily university life needs more attention, as does the visibility of diversity-related initiatives, affinity groups and DEI leaders.

Now it is time for the next leg of the journey. The Roadmap was designed to be a living document and an evolving effort, not a set of one-time tasks or declarations, because we know that change of this scale and scope requires not only regular assessment and evaluation but also openness to new approaches, ideas and directions.

Building the second JHU Roadmap on Diversity, Equity and Inclusion

This second iteration of the JHU Roadmap intends to deepen and expand our commitments around diversity, equity and inclusion, building on what has worked while digging deeper into areas that are vital to the current and long-term success of our institution. Learning from recent efforts at the university and divisional levels, we are focused on the individual and shared commitment that it will take to realize our full promise as an institution through the pursuit of our DEI aspirations and by heeding the call to develop a culture of belonging and success for all members of our community.

This new plan stems from the collaboration and insights of hundreds of people across Johns Hopkins. In July 2020, university leaders announced the creation of the Roadmap 2020 Task Force. This body of students, faculty, staff, alumni, and members of the Baltimore community candidly assessed the first JHU Roadmap and made recommendations on the commitments, strategies, and measurable results necessary in its second iteration. The task force held 28 public listening sessions, and the working groups met 133 times, collectively. From these deliberations, the task force presented 65 recommendations across working groups focused on staff, faculty, undergraduate and graduate students, alumni, community, training, and institutional accountability. These recommendations have been invaluable in providing the foundation and direction for the university's next set of robust goals and commitments. They were posted for universitywide feedback in May 2021, and through the summer and fall, responsible divisional and unit leaders and university administration worked to prioritize and pull out key themes across the 65 points and to identify funding needs and resources.

Our new Roadmap goals

The 24 goals presented in the second Roadmap on DEI tie together the recommendations of the task force, the feedback from our community and the insights of divisional leaders across the institution. They range from major investments in new and expanded programs to support and engage staff, students, faculty, alumni, and the Baltimore community; to a commitment of greater resources at the university and divisional levels for DEI personnel, education and professional development, and network and community building; to institutional commitments to articulate our DEI principles as one university, expand support for and elevate the chief diversity officer and Office of Diversity and Inclusion, and delve deeply into our institutional history and the impact of racism and discrimination of all kinds at Johns Hopkins. All are undergirded by accountability mechanisms, including regular reporting to the full community and the expansion or creation of mechanisms for researching, measuring and conveying our progress on a regular basis.

This plan's 24 goals reflect our continued and necessary focus on diversity in the broadest sense, across a full spectrum of underrepresented groups, including racial, ethnic, and religious groups, people from the LGBTQ+ community; women; indigenous and Native American people; people with disabilities; and those with multiple intersecting identities or affiliations, particularly in areas where we haven't moved the needle. It also aims to go deeper on equity and inclusion, and in particular to elevate the experience and opportunities of our staff and to create a culture and climate that are engaging and respectful of people of all identities, backgrounds, experiences, beliefs, and thought.

II. Vision, Guiding Principles and Key Terms

In our JHU Roadmap on Diversity and Inclusion, it is critical for us to articulate and reaffirm our shared vision and the guiding principles driving our work as we embark on the next phase of the Roadmap together.

Vision

A rich diversity of people, background, experience, and thought is critical to our university's excellence and success. Critical inquiry, exceptional scholarship, and innovative discovery cannot be achieved without engaging all voices and perspectives. It is incumbent upon us to ensure that each individual and group feels welcomed, respected, and able to thrive in our Johns Hopkins community. We approach this imperative for diversity in the broadest and most inclusive sense, valuing all dimensions of diversity and aspects of identity of our community members. At the same time, our position in and of Baltimore City and within the national context makes us keenly aware of our responsibility to the individuals and groups who have been dispossessed or historically underrepresented, among them our Black/African American and Latinx/or Latino/a, Indigenous, Asian and Asian American, LGBTQ+, and first-generation limited income (FLI) community members, and members of our community with disabilities or from marginalized religious groups.

We strongly affirm and support JHU community members and groups with respect to their varied, diverse, and intersecting identities and unequivocally condemn hatred and discrimination in all its forms, including some of the most virulent forms of racist, anti-Semitic, and anti-Asian hate we have seen far too often in recent months. We are also a place uniquely suited to modeling the best of a pluralistic society and our university seeks to create opportunities and spaces where people can learn to speak and engage across differences in a respectful, meaningful, and productive way that allows the diversity of our community to fuel our best ideas. We envision a Johns Hopkins in which every division or unit, every department, and every member of our community, regardless of their role, understands and is able to contribute to the work of ensuring that our systems, practices, and interactions reflect these core values.

Over the course of our first JHU Roadmap, the university and its divisions established a firm commitment to a granular transparency around key metrics, including the diversity of our faculty, staff, and students, and to shining a light on our institution at all levels, to recognize progress and illuminate shortcomings. With this next phase of the Roadmap, we are extending further our commitment to transparency and accountability as a foundation for the future.

Guiding Principles

Over the last five years and through the Roadmap Task Force process, we've identified a set of principles to guide, inform and focus our work.

- **An institutional commitment to the equal dignity and worth of every person** guides our active endeavors to remove barriers to equitable outcomes and full inclusion.
- **A rich diversity of people, background, experience and thought** is central to—and will elevate—our work in education, research and service.

- **Diversity itself is necessary but not sufficient.** All members of our community should have equal opportunity to participate meaningfully and thrive at Johns Hopkins.
- **Robust engagement with diverse viewpoints** facilitates an environment in which we understand, value and learn from each other, realizing the benefits of divergent perspectives.
- **Johns Hopkins' strength as an institution** stems from the collective assets of One University and the distinctive qualities of each school, department and program; both are invaluable.
- **Transparency is a driving force** in our sustained progress, ensuring that people across our community have access to information that will drive our decisions, locally and globally.
- **Accountability requires all individuals and organizations** within Johns Hopkins to have a clear understanding of and commitment to their roles in our pursuit of diversity, equity and inclusion.
- **Progress will come through a systems approach**, one that deeply considers underlying issues and seeks broadly impactful change.
- **Data and evidence shape our decisions.** We will leverage qualitative and quantitative data from internal and external sources to measure both processes and outcomes.
- **A hearts-and-minds balance of passion and pragmatism is necessary** both to inspire people to action and to ensure those actions will lead to achievable and measurable progress.

Key Concepts and Terms

Terminology in the DEI arena is evolving, sometimes quickly, and not everyone is equally familiar with terms or how they apply in a university context. Offered here are several of the key concepts and terms used throughout this report.

Diversity: is an affirmation of individual and group identities, which in turn ensures and builds capacity for the robust exchange of diverse and at times challenging ideas; improves the educational experience of our students; fuels success in the workplace; and contributes to better institutional decision making. To uplift diversity, the university must affirm the intersecting identities of our students, faculty, staff, alumni, and community in our research, teaching, and service.

Equity: is the acknowledgment of our shared responsibility for removing institutional and systemic barriers that prevent members of marginalized groups in our community from thriving. To facilitate equity, the university must develop structural supports that provide opportunity and address the diverse needs of our community.

Inclusion: is ensuring our university is open and welcoming to everyone and taking action when identity-based treatment harms individuals and groups. To foster inclusion, the university must build a welcoming environment, address discriminatory behavior, and recognize and fuel the impact of inclusion on the advancement of our students, faculty and staff.

Underrepresented Groups (URG): for purposes of this report, is the term used in lieu of the term “underrepresented minorities” (URM) to reflect the evolution of language as it relates to our collective reference to subgroups of our population whose representation is disproportionately low relative to their numbers in higher education or the general population. The subgroup may be identified by race, ethnicity, age, sex, gender, socioeconomic status, etc. Where appropriate, the report indicates when a particular goal is designed to address the specific needs of a small subset of these groups.

III. A Look Back at the First Roadmap

Developing the second JHU Roadmap requires an honest assessment of how and where the first JHU Roadmap prompted meaningful change across Johns Hopkins—and where we missed the mark or our momentum stalled.

The initial JHU Roadmap on Diversity and Inclusion set out 55 discrete goals arrayed under six priority areas. It laid a vital and comprehensive foundation for sustained progress by articulating the university's commitment to diversity, equity and inclusion. It reflected the input of a broad range of stakeholders and established a standard of radical transparency and rigorous accountability, particularly through the endorsement of and regular engagement with our board of trustees, annual progress reports, and the introduction of publicly available composition reports on faculty, staff, and graduate students. And it underscored an expectation of accountability on key initiatives.

Published progress reports on our first Roadmap are available on the web at <https://diversity.jhu.edu/roadmap-on-diversity-and-inclusion/>. Some highlights of our collective accomplishments include:

- The impact of our \$25 million commitment to a Faculty Diversity Initiative, aided by the development and adoption of model search practices university-wide. During a period that saw our faculty grow by 14% in professorial faculty and 11% overall since fall 2015, female and faculty from underrepresented racial and ethnic groups grew faster (female representation among faculty increased from 42% to 45%, and racial/ethnic URG representation grew from 8% to 10%).
- Substantial divisional investments in DEI expertise and programs, with every school now having at least one DEI professional assigned to work with the dean and key stakeholders to advance school-specific goals and initiatives .
- The introduction of regular, detailed composition reports for faculty (in 2016, 2019, and 2020), staff (in 2019 and 2020) and graduate students (in 2017 and 2020), all available at <https://provost.jhu.edu/reports/>, providing key demographic data at the institutional, divisional and departmental levels and allowing for a clear-eyed assessment of our progress in recruiting and retaining diverse cohorts.
- A permanent shift to need-blind and no-loan admissions, coupled with new on-campus supports for first-generation and limited-income students and students from underrepresented groups (URG), and the implementation of required DEI training and education for undergraduate students through our identity and inclusion program. ‘
- A dramatic growth in the diversity and academic excellence of our undergraduate body, aided by more than a decade of significant investments in financial aid that saw a substantial increase in the percentage of URG students from racial and ethnic underrepresented groups from 14.9% to 32.5% from 2010 to 2019 and across the entire student body from 25.0% to 27.4% from 2010 to 2019. Our incoming undergraduate class in fall 2021 is composed of 19.3% white, 9.8% Black American, 21.9% Hispanic, 25.6% Asian American students, 6.7% students who identify as two or more races, and 14.6% international students. A significant proportion of multiracial freshman identify as part Black, and, as a result, 15.2% of the incoming class identifies as Black or part Black.

- An increased focus on the needs of our staff, including tailored career development opportunities, enhanced mentorship and professional development offerings, expanded paid family leave, improved child care supports, college access workshops, and wage increases.
- Expanded commitments and partnerships to advance economic, educational, and health opportunities for our neighbors and communities through the pathbreaking HopkinsLocal and BLocal economic inclusion programs.

On the other hand, one significant goal from our first Roadmap that we did not achieve was the adoption of a new universitywide diversity statement. Our [existing statement](#) is from 2006 and is widely perceived as outdated and deficient. Other statements, such as the university's [2006 civility principles](#), were identified as conflicting with our Statement of Principles on Academic Freedom and would be more appropriately addressed within our human resources policies. The initial work to develop a new diversity statement began several years ago, but was interrupted by the departures of both our first chief diversity officer and vice provost for institutional equity in 2019. Following her arrival last year, Dr. Katrina Caldwell, our new Vice Provost for Diversity and Inclusion and Chief Diversity Officer, and several colleagues restarted the process with a University Diversity Statement Working Group, and this Roadmap now offers (at page 14) a proposed new statement of principles on diversity, equity and inclusion for comment and feedback from the community.

Moreover, as the university and its divisions approached five years from the publication of our first Roadmap, and in the context of a national reckoning on race and a global pandemic that exposed persistent racial and economic inequities, it was time to assess our previous efforts and renew and expand our commitments.

2020 Roadmap Task Force

In fall 2020, the university launched the Roadmap Task Force, charged with the task of reviewing our first Roadmap progress and making new recommendations that would undergird our path forward. The task force hosted 28 public listening sessions, and the working groups met 133 times, collectively, while members of university leadership held regular meetings with affinity groups and individuals on Roadmap-related topics, and invited feedback through surveys and email via the Roadmap Task Force website.

The task force ultimately presented 65 recommendations that form the foundation for the university's next set of robust commitments. In May 2021, the Johns Hopkins community was invited to provide feedback on those recommendations. And through the summer and fall, responsible leaders and university administrations reviewed, prioritized and pulled out themes across the 65, identifying funding needs and resources in order to guide implementation.

Key takeaways from stakeholder input

With thanks to the members of the Roadmap 2020 Task Force and all those who offered their feedback during this process, below are overarching observations and insights, drawn from an assessment of the first Roadmap, about what is required to drive continued progress:

- **Climate improvement.** Stakeholder groups and feedback from our community noted significant steps taken to ensure that URG members of our community feel supported and valued, but campus climate remains a persistent challenge. Future efforts around climate must address the needs of faculty, students and staff; counter negative experiences alumni may have faced as students on campus; and ensure that every person at Johns Hopkins understands their role in, and contribution to, achieving diversity, equity and inclusion. Discussions pointed to an opportunity to engage in strategies that measure and assess climate.
- **Increased focus on ensuring all members of our community are treated equitably.** The first Roadmap was sparked by calls from the undergraduate Black Student Union for increased diversity across Johns Hopkins campuses and the recruitment of more faculty of color. Those concerns and the resulting conversations led to a strong focus on recruitment in order to diversify our faculty and student body, but many felt the university also needed to do more to ensure equity across our diverse populations. Specific focus on equitable opportunity must be more deeply and visibly woven into our strategy.
- **An elevated profile for DEI-related activities.** Time and again during the Roadmap 2020 Task Force process, people mentioned that they had not known about various institutional efforts, including those that have led to significant progress, such as HopkinsLocal—which fueled the hiring of nearly 1,500 Baltimoreans, shifted more than \$113 million in procurement to city vendors, and committed 35.8% of addressable construction spending to local minority-owned, women-owned or disadvantaged contractors. The university must increase the profile and visibility of such efforts, including by aligning them with strategic initiatives at the institutional and divisional levels and promoting them in ways that make them stand out against the din of constant and various campus activities.
- **Sophistication and granularity of available data.** Work groups noted that composition data allow only for a point-in-time snapshot, which doesn't account for various contexts, such as a faculty member's professional trajectory. Current data also include only racial and ethnic categories; the data do not fully account for Native American and Indigenous or other identities —such as LGBTQ or disability status—or intersections among categories.
- **Need data and accountability to drive change.** University leaders had hoped that the unprecedented availability of data in our composition reports would play a key role in driving diversity and related changes at the departmental and programmatic level, where recruitment of faculty and graduate students occurs. While the university and most divisions did see modest but important growth overall, the results are inconsistent and, as the composition reports point out, in some areas there was no progress at all. In this and other areas, we heard time and again that the university and divisions need to do more to ensure there are effective local implementation strategies, supports and follow-through for our universitywide commitments. We must find new ways to foster accountability and commitment for those responsible for progress and change at all levels.

- **Visibility of affinity groups.** Efforts across Johns Hopkins have drawn increased attention to underrepresented groups among our students, faculty, staff, and alumni, but some work groups noted that various affinity groups—including Native Americans and other Indigenous people and people with disabilities—are often subsumed within larger “underrepresented” categories. The accomplishments, needs, and interests of these groups should be independently recognized or supported.
- **Recognize and alleviate invisible labor burden of diverse faculty, staff, and leaders.** In various ways, faculty, students and staff have expressed the concerns about the burdens placed on individuals who are asked to represent or work on behalf of affinity groups. Often, those individuals serve on numerous committees, bearing a disproportionate share of the burden of this work. As the university and its divisions proceed with strategic planning and implementation of DEI goals, the burden of proposed strategies must not fall unduly on URG or BIPOC faculty, students, staff and neighbors.
- **Tailored action plans that recognize one size does not fit all.** As we set goals for the university, we must also recognize the need for tailored, localized approaches to those aims in the divisions and, in some cases, at the departmental level. This may include developing implementation strategies at the divisional and unit levels, or providing central supports to progress where it proves more difficult to achieve.
- **Thought leadership.** Johns Hopkins provides leadership in a range of vital academic areas, ranging from biomedical engineering and COVID-19 response, to cybersecurity and education policy. The university must also be willing to step up when it comes to issues related to diversity, equity and inclusion, offering proactive responses that will guide our city, state and nation as they consider future policy options.

IV. Roadmap Goals, Commitments and Resources

The second JHU Roadmap on Diversity, Equity and Inclusion renews and deepens our institutional commitment to the equal dignity and worth of all persons and to the cultivation of an environment in which all our members are able to flourish.

In the sections below, this Roadmap sets forth a new set of robust goals and priorities, undergirded by significant financial investments, that will allow us to realize our DEI aims. These aims are deeply informed by the work of the Roadmap Task Force and ongoing feedback from the many engaged members of our community. No single initiative, program or priority stands alone; rather they represent as a whole a broad-ranging, structural, and sustained commitment to embedding the principles of diversity, equity and inclusion across our institution and in our teaching and learning, research and discovery, public service, and work with and as part of our Baltimore community.

INSTITUTIONAL

Johns Hopkins must ensure our institutional frameworks clearly reflect and support inclusive excellence. As part of this overarching aim, we are committed to articulating clearly and unequivocally the guiding principles that drive our work; to investigating and illuminating our past so it may shape our present and future actions; and to investing in and elevating leadership in DEI at all levels of our university.

Goal 1. Adopt a new universitywide statement of principles on diversity, equity, and inclusion

In our first JHU Roadmap on Diversity and Inclusion (2016), the university committed to updating and consolidating our various institutional diversity statements into a single reaffirmation of our critical values and renewed commitments to diversity, equity, and inclusion.

Thanks to the broad input of students, faculty, and staff over the past several years, we are presenting here for the community's consideration a new institutional statement of our principles and commitments to diversity, equity and inclusion that reflects the continuous evolution of our work and that reaffirms our aspirations for making our institution a more equitable place to learn, work, and live.

The draft statement is set forth below, and we encourage you to share your feedback and suggestions through the [Roadmap website](#).

PROPOSED DRAFT

Statement of Principles on Diversity, Equity and Inclusion

At Johns Hopkins we strive to be a model of a pluralistic society in which we acknowledge, embrace, and engage diverse identities, perspectives, and experiences. We seek to build and buttress an inclusive intellectual and physical environment to ensure that all members of our community know with certainty that they belong at Johns Hopkins. And we aspire to equitably share the benefits and burdens of dismantling persistent systemic barriers to individual and communal success.

We believe, fundamentally, that every person has equal dignity and worth, and our unwavering commitment to diversity, equity, and inclusion is rooted in this predicate principle. These core values are essential to our university's academic, research, and public service missions, and bolster our commitment to excellence. Our search for truth and knowledge for the good of humanity depends on bringing the greatest variety of viewpoints and voices to bear on the challenges before us as students, scholars, staff, neighbors, and citizens.

At the intersection of these values is justice. Over the course of history, our nation and university have breached the ideals of justice by discriminating on the basis of racial, ethnic, or gender identity; sexual orientation; religious belief and observance; disability; socio-economic status; and other factors. We recognize the painful truth that such discrimination has inflicted multigenerational harm and further disenfranchises members of our society. Although our polity and our institution have made meaningful progress, we are by no means past the injury and loss caused by discriminatory practices.

Johns Hopkins assumes its responsibility as a leading research university to work to achieve diversity, equity, and inclusion, and we hold ourselves accountable for our progress through transparency, open communication, and an ongoing, unflinching assessment of met and unmet needs.

Goal 2. Reexamine our history and recognize our diverse community

As we have said previously, at an institution like Johns Hopkins, created in aftermath of the Civil War and implicated in the failed project of Reconstruction and the segregated society that followed, we recognize the critical need not only to chart a path for the future but also to understand, acknowledge, and grapple with our history. Since 2013, the Hopkins Retrospective has been instrumental in broadening the documented history of our institution through research, exhibits, and campus displays that capture and digitize diverse voices, including through oral histories of underrepresented groups, including Black and Brown, female, LGBTQ, and first-generation students, faculty and staff, and in a longstanding collaboration with the Black Faculty and Staff Association (BFSA) on the *Indispensable Role of Blacks at Johns Hopkins* exhibit.

Today, in conjunction with our schools and our faculty, we are working to develop and illuminate a deeper understanding of our institutional history in order to provide a fuller, more complete narrative, including about Mr. Johns Hopkins and his family and our institution's connections to the abhorrent practices and impacts of slavery, racism, anti-Semitism, and discrimination of all kinds. At the same time, we are dedicated to ensuring that the public art, iconography and names of programs and buildings across our campuses recognize and make visible the invaluable contributions of the diverse people who have shaped Hopkins and our world for the better.

To that end, the university and its divisions will continue to invest substantial human and financial resources to delve deeply into our past, through efforts such as [Hopkins Retrospective](#) and its [Reexamining Hopkins History](#) initiative; Martha Jones' [Hard Histories at Hopkins](#) and the ongoing work of the inaugural [Name Review Board](#), recommended by the [Committee on Establishing Principles on Naming](#) [CEPN] to review requests for renaming, de-naming or contextualizing the names associated with our academic programs and buildings.

We will also recognize those who have and will continue to shape our institution and our world through the work of the Diverse Names and Narratives Project, which recently announced the naming of the Johns Hopkins Outpatient Center for Levi Watkins, the Undergraduate Teaching Laboratories building Florence Bascom, and the two towers of the Charles Commons residence halls for Ernest Bates and Frederick Scott as well as a public art initiative launched in 2020, through which we are working closely with divisions and departments to honor the diverse people in our history—such as LGBTQ rights advocate Edie Windsor and civic leader and civil rights icon Congressman Elijah Cummings—and engage local and international diverse artists to exhibit their works across our schools and campuses

Goal 3. Elevate the role of chief diversity officer and expand the Office of Diversity and Inclusion

As several of the working groups of the task force identified, we recognize the need to elevate the profile of our chief diversity officer and expand the human capital resources and infrastructure of our Office of Diversity and Inclusion, as well as ensure mechanisms for cross- institutional coordination and divisional support for implementation of our Roadmap and DEI aims. As part of this commitment, the university will:

- A. **Elevate our chief diversity officer (CDO) as a member of the President’s Cabinet.** This position will directly advise the President as a member of the University Cabinet, continue to report to the Provost to ensure ongoing academic coordination and collaboration, and deepen partnerships with DEI leaders in the university’s administrative departments, such as the Office of Human Resources.
- B. **Expand the Office of Diversity and Inclusion (ODI) to support the progress of the Roadmap and DEI initiatives more broadly.** In addition to recent new hires in the office – the associate vice provost for faculty diversity, associate vice provost for graduate diversity and partnerships, executive director for inclusive excellence education and development, and the associate dean of diversity and inclusion—investments will be made in other areas of strategic need, including the hiring of a new deputy chief diversity officer and a diversity strategist. ODI will continue working with important equity seeking groups, such as Native American/Indigenous and LGBTQIA+ groups, across the divisions to address systemic issues.
- C. **Establish a cross-institutional DEI Coordinating Committee,** comprising divisional DEI, Human Resources, and Office of General Counsel professionals, among others, that will share responsibility for and involvement in DEI activities across our institution and assist ODI in reviewing the annual progress toward Roadmap goals.
- D. **Continue partnership and consultation with the university’s Diversity Leadership Council (DLC)** as adviser to the president and university leadership and aim to maximize opportunities and channels for advancing our Roadmap goals.

Goal 4. Assess and Measure Progress

This second Roadmap will continue our core focus on and commitment to transparency and accountability, while placing an even greater emphasis on measurable goals, investments, outcomes, and communication.

While data alone cannot paint a complete picture of our community nor fully capture progress toward our ultimate aims, a focus on data collection and analysis from a number of different sources—surveys, periodic reports, and opportunities for input—will foster accountability and steady, demonstrable change in the months and years ahead. As always, transparency will be a driving force in our sustained success, and the university and its divisions will increase communication (including via web-based platforms) and provide timely and pertinent reports to our community that track and assess our progress over time.

These institutional commitments include:

- A. **Conducting a universitywide climate survey.** The university will collaborate with the divisions to develop, conduct, assess, and publish the results of a regular universitywide JHU climate survey, with common questions for all stakeholders as well as targeted questions pertinent to the experiences of faculty, staff, and students, respectively. These surveys will allow our community to communicate their perceptions of progress, which will help steer our work in many areas.
- B. **Creating DEI action plans and scorecards at the university, divisional and departmental Levels.** We will develop and implement tools for assessing, measuring, and reporting the impact and effectiveness of our efforts around diversity, equity, and inclusion. All academic divisions and administrative departments will create biennial goals and articulated implementation plans focused specifically around areas of weakness or limited progress. We will also establish accountabilities for key measures of individual and institutional performance, particularly at the leadership and managerial levels. At the university and divisional levels we will provide a forum for annual public reporting on and discussion of progress as against our goals.
- C. **Broadening composition reports.** The university and its divisions will continue and expand publication of composition reports for faculty, staff, graduate students, and incoming undergraduates as essential tools for identifying areas of strength and weakness in our recruiting and retention, informing strategies, and establishing accountabilities and performance metrics around diversity, equity, and inclusion across our institution. Where possible, we will refine definitions, groups, and subgroups in the data presented (such as accounting for multiple and intersecting identities and distinguishing international faculty). These reports will also reflect the self-identification of groups and identities through a climate survey where data collection protocols are evolving (such as self-identification of disability, religion, or LGBTQ diversity). Part of this work will also refine and expand existing surveys and include key climate data in composition reports, such as Gallup, Student Satisfaction, and Employee Exit Surveys.
- D. **Tracking current and future investment in DEI.** The university will document and publish the five-year trajectory and current budget for each of our DEI offices, practitioners, and programming across divisions, colleges, units, and university administration.
- E. **Ensuring attentiveness to disability.** In all our surveys, assessments and measurements, the university will identify and be attentive to diversity on the basis of disability and work with the disability community to invest in needed supports and to develop robust strategies for equity and inclusion.

STAFF/EMPLOYEES

From the moment they arrive at Johns Hopkins, it is essential that our staff feel welcomed and supported and can clearly see and access continuous pathways to professional and personal advancement—whether that means being supported as they pursue career advancement or educational opportunities or continue to thrive and excel in their current positions.

The specific goals below support this aim.

Goal 1. Establish an Employee Innovation Fund

Johns Hopkins will create a **\$10 million Employee Innovation Fund for transformational projects** that support the talented, diverse, and engaged employees who fuel our academic, research, and public service missions, and identify and address inequities across job categories and identity groups.

Our aim is to take Johns Hopkins from a good to a great employer, where every employee with desire and ability sees a pathway to personal and professional advancement. These funds will go to initiatives designed to improve access to opportunities, better support underrepresented and limited income employee groups, and find new ways to fuel the development of employee careers and well-being as valued members of the Johns Hopkins community.

The university will advance this effort through a series of initiatives, including but not limited to

- A. **Career architecture.** The university will create clear, meaningful pathways for advancement through a Career Architecture project that will create new market-based job families and pay ranges, clarify career progression pathways, and develop related competency frameworks to clarify skills needed for positions of increasing responsibility.
- B. **Staff development and career advancement.** JHU will support employees' career progress through additional investments in professional development offerings, enhanced tuition support benefits, and the re-establishment of a career services office modeled after the undergraduate Life Design Lab to serve staff and their pursuit of personal and professional aspirations beyond our campuses.
- C. **HR strategic plan.** The broader launch of the initiatives listed above as well as additional, new programs will follow a strategic planning process and stakeholder engagement effort to be led by the new vice president for human resources in 2022.

Goal 2. Expand the JHU Staff Diversity Initiative (SDI)

In recent years, staff from underrepresented groups (URG) have expressed concerns about a lack of strategy and accountability regarding retention and advancement barriers. According to the Summer 2020 Staff Composition Report, staff from underrepresented racial and ethnic groups hold 85% of service positions across Johns Hopkins, 27% of managerial, and 19% of executive/administrative roles. These data point to opportunities for enhancing career-development pathways for URG staff members' advancement into more senior roles and to more effective recruitment of diverse candidates into higher-level roles. We also need to create a welcoming, equitable, and inclusive environment for diverse staff in every role at Johns Hopkins.

An expanded Staff Diversity Initiative will include initiatives to measurably strengthen and improve our recruitment, retention, and advancement of a diverse workforce through:

- A. **Regular climate surveys.** Beginning in 2022, the university will deploy a regular climate and engagement survey to measure progress and identify barriers and challenges to a diverse, equitable, and inclusive work environment. To inform corrective action plans, the university and divisions will track improvements or declines in performance at the unit-level and will share results broadly with all staff.
- B. **Increasing the diversity of managers and leadership.** Across the university and within the schools, we aim to continue increases in diverse representation at the managerial and executive/administrative levels for next five years by recruiting URG applicants, ensuring that applicant pools meaningfully reflect the labor pool for the recruited position, and scrupulously following anti-bias search practices.
- C. **Building strategic DEI gap analysis and engagement plans.** Divisions will build staff and leadership groups to lead a periodic (~every two years) gap analysis and planning process based on the results of climate surveys and staff composition reports. Plans will be approved by divisional leadership, and results will be measured and communicated clearly to all staff through scorecards and other reporting tools.
- D. **Developing mandatory training for managing effectively in diverse environments.** The university will implement mandatory training for all managers in building and enhancing diverse, equitable, and inclusive work environments where all employees can thrive and bring their full selves to work, which will include implicit bias and anti-racism training.
- E. **Measuring pay equity and ensuring correction.** Beginning in 2022 the university will publish a periodic survey (every three years) of pay equity for staff. These surveys will track and seek indications of bias in staff compensation levels and ensure necessary corrections if identified.
- F. **Strengthen the DEI aspects of the Leadership Development Program.** The university will review the curriculum of the existing staff Leadership Development Program and create additional DEI-focused components to better support high-potential employees and future leaders from diverse backgrounds and to increase enrollment of URG staff.

Goal 3. Create a universitywide Staff Advisory Council

We believe that creating a mechanism that supports staff contributions to universitywide decision making will foster a sense of belonging and affect our capacity to attract and retain diverse talent in the years to come. The formation of a **Staff Advisory Council** will ensure that each member of our community has a voice and is able to provide input into the campus environment in ways that help our staff thrive.

The Staff Advisory Council will be modeled after the University Pandemic Academic Advisory Committee (UPAAC), a cross-divisional academic leadership group that worked collaboratively with the president, provost, and deans through the COVID-19 pandemic, and it will include diverse representation from throughout Johns Hopkins. This body will provide a new forum through which staff can advocate for the

needs of themselves and their colleagues and will inform key decisions and policy-making around universitywide initiatives, programming, and policies. The Staff Advisory Council will have the opportunity to meet annually with other university advisory councils and will be charged to consult and advise on employment policies, benefits offerings, DEI-related staff initiatives, and other universitywide issues impacting staff and their environment at JHU.

STUDENTS

As we said in the first Roadmap, our commitment to the flourishing of our students—intellectually, morally, socially—is central to the university’s mission. To discharge this responsibility, the university and its divisions must not only recruit a diverse community of students, at every level and in every division, but also build and foster an environment that welcomes, supports, and celebrates diverse people and ideas.

All Students

Goal 1. Establish a universitywide Student Advisory Council

As a part of our efforts to ensure that student voices are a critical part of the university’s work and planning around DEI, as well as in other key areas, in 2022 the university will work with students and student affairs practitioners from across the university to stand up a universitywide Student Advisory Committee based on the success and learning of the universitywide Student Advisory Council (SAC) that was established during the COVID-19 pandemic.

Similar to the structure under consideration for other university-wide advisory bodies, the Student Advisory Council may comprise leaders from elected undergraduate and graduate student bodies and/or deans’ designees (where such bodies do not exist or are not fully representative) or at large members, along with divisional and institutional leaders. The council will be charged to consult and advise the provost on academic and co-curricular matters that span the university and will seek input from other student entities and organization, such as the existing university-wide PhD Student Advisory Committee.

Undergraduate Students

Goal 1. Develop our students’ capacity to be engaged citizens of a diverse world

Under the auspices of the Second Commission for Undergraduate Excellence (CUE2), the university committed to establish six foundational abilities that must undergird our undergraduate curricular offerings. The fourth of these, in the language of [the CUE2 report](#), provides for “a mandate and mechanism” for students to engage as “citizens of a diverse world...[with] a dynamic knowledge of local, national, and global societies, alongside an understanding of historical inequities, prejudice, bigotry, and racism in our society,” as well as an ability “to articulate and examine their own beliefs, practices, and values while being open to and respectful of the beliefs, practices, and values of others.”

The undergraduate divisions are currently in the process of developing plans and pilot programs for implementation of the CUE2 foundational abilities, which will include credit-bearing approaches and offerings for achieving the fourth CUE-2 foundational ability. As a part of that effort, beginning in academic year 2022–23, an inventory of courses and offerings that develop this ability will be created through a new faculty-led Inclusive Teaching Committee, and the Center for Educational Resources will provide support for faculty seeking to integrate DEI topics and concepts into other aspects of the required curriculum.

Goal 2. Build an integrated and expansive DEI lifecycle program for students

JHU will fully integrate and expand its undergraduate co-curricular DEI requirements and offerings to create a signature DEI lifecycle program that connects, coordinates, and amplifies the co-curricular aspects of the fourth CUE-2 foundational ability, ensuring our students' capacity for engagement as global citizens in a diverse world from first-year admissions and orientation all the way through graduation.

New and existing programs and opportunities will be brought together through this thoughtful program, including:

- **For entering students and matriculated first year students:** recruitment offerings highlighting identity-based communities and resources; HOP-In, a high touch program to foster a network of support for incoming first generation and limited income students and bolster their success at JHU; required DEI-focused programming and training at First Year Orientation; and the re-introduction of assigned roommates for all first-year students to increase engagement among students of differing backgrounds, experiences, and beliefs.
- **For all years:** continued and expanding opportunities for mentorship; participation in JUMP, the recently re-imagined learning community for pre-health students who identify as first generation/limited-income (FLI) and/or being from historically underrepresented or marginalized groups; robust offerings for community and civic engagement; DEI training for all student organization leaders; the required Identity & Inclusion Workshops for all undergraduates, which will be re-launched in a revised form in spring 2022 in response to student feedback; DEI programs in Life Design, Experiential Learning and Career Services; and required DEI training for all student affairs and student services staff.
- **New Innovation Fund for DEI Cohort Programs:** JHU will invest \$250K (\$50 per year) over five years to create an innovation fund for new or pilot DEI cohort programs that support academic success, well-being, leadership, affinity building within groups and bridging across them, and/or social connection. Innovation funds will be awarded through application to the provost and CDO and will be prioritized for student populations where retention, graduation and/or satisfaction lag behind student peers (e.g., for FLI and non-FLI URG students).

Goal 3. Build out new and improved space for student DEI practitioners and programs

Students, faculty, and administrators have long highlighted the value of on-campus spaces designated for identity-based, equity-seeking student groups and DEI practitioners, as well as the need for fair and welcoming access to shared spaces, where students engage with the broadest possible range of diverse people and ideas. The university will work to make these spaces on our campus more visible and more central in two key ways:

- A. **Equitable access to Hopkins Student Center:** In consultation with student leaders and key stakeholders, Homewood Student Affairs and JHU Facilities and Real Estate (JHFRE) will ensure all student groups have equitable access to and are supported by the activity space and student life hub in the new Hopkins Student Center.

- B. **New and improved diversity and inclusion space:** The Office of Diversity (ODI) and JHFRE will work with students and staff involved with the offices for student diversity and inclusion to identify, design, and build out improved and more centrally located space to support DEI student affairs practitioners and programming.

Goal 4. Publish undergraduate Student Composition Report

JHU has now completed several biannual composition reports for graduate students, faculty, and staff, and beginning in academic year 2022–23, will publish biannually a report that shares data on undergraduate students’ racial and ethnic diversity. The report will include grouping by division and major as well as student survey information and self-reported data such as disability, religious, LGBTQ or intersectional diversity.

Graduate Students

Goal 1. Successfully build the Vivien Thomas Scholars Initiative to advance STEM PhD diversity

In spring 2021, Johns Hopkins launched the Vivien Thomas Scholars Initiative (VTSI), a \$150 million effort supported by Bloomberg Philanthropies to create a bold and comprehensive approach to the recruitment, matriculation, and success of underrepresented students in the university’s PhD programs in science, technology, engineering and math (STEM) disciplines.

The initiative will require intensive efforts over the next several years to build and implement. Its aim is to create 100 new positions in JHU's STEM PhD programs in perpetuity, partnering with leading historically black colleges and universities (HBCUs) and minority serving institutions (MSIs), and creating summer and post-baccalaureate experiences for talented diverse undergraduates. Vivien Thomas Scholars will have full funding for up to six years per scholar, along with a host of additional supports. Partnerships with an inaugural cohort of six HBCUs and MSIs will inform the program and build on these institutions' exceptional records of nurturing talented students in STEM-related fields.

As President Daniels noted at the initiative’s launch, “Our hope is that this new program will seed the ground for a more diverse STEM faculty across the country, as well as a more competitive research ecosystem.” The program is named for Vivien Thomas, a Black surgical laboratory supervisor who developed a pioneering surgical technique to treat "blue baby syndrome" at the Johns Hopkins Hospital in the 1940s—a lifesaving advance for which he did not receive credit for decades.

Goal 2. Create a PhD Pathways Innovation Fund

The university will create a \$5M PhD Pathways Innovation Fund (up to \$1M per year for five years) to fuel adoption of best practices, including those gleaned from our experience with the Vivien Thomas Scholars Initiative (VTSI), for increasing diverse PhD pipelines in non-STEM disciplines.

This funding will be awarded as seed grants from the Provost’s Office with the expectation of identifying future divisional and philanthropic funding sources for continuation of successful programs. It is intended

to encourage and support further progress in departments already demonstrating success in advancing the division's DEI goals but also focus diligently on areas of persistent underperformance, where progress is stalled or weak relative to that of disciplinary peers. Seed grants will supplement divisional funding of these PhD programs, including guaranteed financial support.

Goal 3. Support and enhance diverse graduate student recruitment and experience

To support and enhance diverse graduate student success at Johns Hopkins, the university will:

- A. **Provide ongoing resources dedicated to graduate student retention, recruitment, and success.** Some examples include establishing multi-school and universitywide networks and outreach opportunities for prospective, admitted, and current students as well as events, speakers, and programs that support student success (e.g., multi-cultural graduation celebrations).
- B. **Create a Graduate Ambassadors Program.** Graduate students who are willing and interested in playing a lead role in DEI recruitment and retention efforts may apply to become one of four to five JHU Graduate Ambassadors in each division and receive a Provost Office stipend of \$500-\$1,000 per admissions cycle (depending on the required time commitment).
- C. **Develop a best practice DEI Toolkit.** The Provost's Office will engage divisional colleagues and stakeholders to develop and periodically update a DEI Toolkit as a resource for the divisions in identifying and implementing best practices and innovative ideas for diverse graduate student retention, recruitment and success. The toolkit will include models for ideas recommended by graduate students such as relocation advances and or supplemental awards for arriving students; cohort and holistic admissions for lab-based fields; and same identity mentoring programs.

FACULTY

Johns Hopkins aims to be a place that outstanding diverse scholars seek out for their academic and professional home and then remain and reach their full potential in a welcoming, supportive and intellectually stimulating environment. To achieve this, the university and its divisions must not only do more to address gaps in our recruiting of a diverse faculty, particularly in areas where there has been little progress, but also to address persistent feedback regarding the impact of culture and climate on retention and advancement, and establish more firmly our commitment to inclusive excellence.

Goal 1. Launch the Faculty Diversity Initiative 2.0 (FDI 2.0)

To ensure sustained commitment to attracting and retaining outstanding diverse scholars and teaching faculty, JHU will invest \$50M over the next five years to hire new tenured or tenure-track faculty members who substantially contribute to promoting diversity and inclusive excellence. University administration will contribute \$25 million to match and supplement \$25 million of divisional investment.

- A. **Revamp the Target of Opportunity Program [TOP].** Introduced as part of the Faculty Diversity Initiative in 2015, the TOP program has made an impact, recruiting 35 tenure-track faculty and retaining all but three, helping to build the pipeline of junior faculty and attracting more Black/African American faculty (90% of TOP hires were junior faculty and 80% of TOP hires were self-identified as Black/African American). However, it is clear that the university and the schools need to do more to build on this momentum, particularly in the STEM fields, where diversity continues to lag.

In early 2022, the university will revamp this signature program, transitioning it to a named scholars program of distinction and supporting the hiring of:

- 20+ tenured or tenure-track faculty members who substantially contribute to promoting diversity and inclusive excellence in STEM, in four to seven distinct clusters over six years (FY 23 through FY28).
 - 10+ non-STEM professorial faculty members who substantially contribute to promoting diversity and inclusive excellence, over six years (FY23 through FY28).
- B. **Expand the Provost's Postdoctoral Fellows (PPF) program.** Expand Provost's Postdoctoral Fellows program to foster pathways to STEM faculty positions and to increase opportunities for leadership, career counseling, and networking with participants of other key diversity pathway programs. The program will fund five to six postdocs every two years for six years.
- C. **Support and recruit faculty with disabilities.** Focus on recruiting and supporting faculty with disabilities, including providing funding to ensure support beyond accommodations provided through the Office of Institutional Equity.
- D. **Develop central staff and resources to support efforts to diversify faculty across the university.** Hire an associate vice provost of faculty diversity to work with divisional partners to identify and

coordinate enhanced recruitment and retention (climate, community, opportunity) efforts for diverse faculty.

Goal 2. Establish a comprehensive inclusive excellence program for faculty

To support the success of URG faculty and to ensure that all JHU faculty have the opportunity to develop competencies in diversity and inclusion education and professional development strategies, JHU will invest \$3 million (600k over five years) in the following areas:

- A. **New faculty leadership and advancement programs.** The university and its divisions will collaborate to build new faculty leadership and advancement programs for potential faculty leaders, with specialized modules and programming to ensure participation by URG faculty.
- B. **Expanded faculty DEI education and professional development opportunities.** These will provide faculty with ubiquitous resources for developing DEI-related skills, as well as support for incorporating DEI content in courses with a menu of offerings developed, selected, and/or implemented by the Center for Educational Resources in consultation with a faculty advisory committee.
- C. **New inclusive teaching committee.** A new Inclusive Teaching Committee will provide faculty review and assessment of (1) faculty DEI skill development programs and support for incorporating DEI content, and (2) credit-bearing approaches to deliver the fourth CUE-2 foundational ability, “engagement as citizens of a diverse world.”
- D. **Regular faculty pay equity studies.** The university will work with the divisions to ensure equity and transparency in faculty pay by conducting market studies and analyses at least every three to five years based on gender and URG status.
- E. **New considerations for faculty promotion.** At the request of their divisions, the governance bodies that evaluate faculty for tenure will consider how to incorporate excellence in public and community engagement and translational efforts in faculty evaluations, in addition to the usual criteria of excellence in research, teaching, service and clinical practice.

ALUMNI

We aim to create a model of inclusive alumni engagement that fosters affinity between the university and alumni from underrepresented groups and that builds strong networks to create pathways for equitable outcomes for future Johns Hopkins students and graduates.

Goal 1. Launch new and expand existing alumni networks

To achieve our aspirations as a model of inclusive alumni engagement, the university and its divisions will deepen connectivity among our alumni affinity groups and diverse alumni community. We commit to strengthening and expanding our network of identity-based alumni affinity groups to support more equitable outcomes among all alumni.

In addition to the Society of Black Alumni (SOBA) and JHU Pride, Johns Hopkins is fortunate to have among our affinity groups the Hopkins Organization of Latino/a/x Alumni (HOLA), an ad hoc Black Alumni Engagement Work Group, and groups representing APIDA (Asian, Pacific Islander, Desi American) and Native and Indigenous Peoples, among many others. Expanding these networks will open opportunities for targeted engagement and a better understanding of the specific needs of our alumni across identity groups.

Goal 2. Recognize and celebrate the contributions of diverse alumni to our legacy

It is imperative that the extraordinary people who have lived, studied, and worked across our campuses and communities are reflected in the narratives of our institutional history. We recognize that there are many exceptional individuals whose indispensable contributions to Johns Hopkins have been overlooked, without proper recognition or acknowledgment, including the underrepresented accomplishments and experiences of diverse alumni.

JHU and its divisions will recognize and celebrate the contributions of diverse alums to JHU and the world, through historical research and exhibits, such as the Hopkins Retrospective oral histories initiative, as well as new and expanded building and program naming opportunities through the Diverse Names and Narratives Project.

Goal 3. Research and assess alumni experience to guide inclusive engagement strategy

Development and Alumni Relations (DAR) will build the information infrastructure to support and understand diverse alumni engagement and commission a study of alumni experience and outcomes. Together with available data on educational and career outcomes (e.g., first destination and at key intervals post-graduation), these surveys will inform JHU's broader DEI efforts and fuel new strategies for engaging diverse alumni.

COMMUNITY

Johns Hopkins is truly and deeply of Baltimore. We understand our role as an anchor institution in our city, working alongside community partners to build healthy and vibrant spaces for growth and development. Our fundamental aim is to strategically pair resources and capabilities to build opportunity in distressed areas, address long-standing disparities, and partner to create sustainable solutions.

Goal 1. Adopt a JHU Community Compact Statement

Our success as an anchor institution is inextricably linked to that of our hometown. Under President Daniels' call to Hopkins to embrace fully our engagement with the city of Baltimore, we have spent the past decade deepening our relationship to this city and to the communities we call home. With the benefit of and lessons learned from those efforts, JHU is well positioned now to bring together key stakeholders in 2022 to craft an articulation of the university's compact with and commitment to the community across our tripartite mission. This compact will be presented to the university community for feedback prior to its adoption and will in turn help us to elevate and make more visible and accessible JHU's anchor initiatives, civic responsibilities, and extraordinary commitment to Baltimore.

Goal 2. Create the Innovation Fund for Community-Academic Partnerships

Johns Hopkins will create a five-year, \$5 million innovation fund for establishing and sustaining community-academic partnerships and fueling community-engaged research, courses, mentorship, internship and co-curricular opportunities. Faculty, staff, and students who conduct community-engaged scholarship, teaching, and service actively support our commitments to Baltimore through their dedication to the growth and prosperity of the city.

Recognizing the importance and impact of community-engaged research, our new Innovation Fund for Community-Academic Partnerships aims to support faculty, staff, and students engaged in this work through competitively awarded one-time and multiyear grants. A faculty advisory committee will be formed to help develop and launch the program in 2022 and provide ongoing oversight and advice.

Goal 3. Expand Johns Hopkins economic inclusion initiatives

The relationships forged with our community partners have led to extraordinary growth, employment, and investment across Baltimore City. Since 2015, Johns Hopkins' signature economic inclusive initiative—HopkinsLocal—has supported the hiring of nearly 1,500 Baltimoreans, spent more than \$113 million with city vendors, and committed 35.8% of addressable construction spending to local minority-owned, women-owned or disadvantaged contractors. In addition, BLocal, a Hopkins-led network of private sector anchor institutions and businesses citywide, has invested tens of millions of dollars in women- and minority-owned businesses to date, and our investment in the 10,000 Small Businesses Program (10kSB) has assisted over 450 local businesses through business education, support services, and capital.

JHU's overarching goal is to exceed these economic inclusion targets and outcomes every year for the next five years through the "build, hire, buy, invest" strategies of HopkinsLocal, BLocal and 10kSB, with specific metrics and progress reported on an annual basis. Corollary new projects will include data systems, tracking, training and incentives for local level hiring and purchasing decisions; economic inclusion impact research; grants for local businesses to take operations to scale; and collaboration with city- and state-based "Equi-Tech" workforce development efforts.

Goal 4. Form an Office of Economic Development and Community Partnerships

To strengthen and make more visible Johns Hopkins commitment to our city, we will transition the existing Office of Economic Development to the Office of Economic Development and Community Partnerships and continue the increased staffing, resources, and investments made since the elevation of this leadership role to vice president and a member of the President's Cabinet in 2019. This effort will support but not replicate the significant ongoing initiatives and responsibilities across the institution for engaging with our Baltimore community.

Among other initiatives, the new OEDCP will

- A. **Establish the Johns Hopkins Anchor Strategies and Community Engagement Steering Committee**, a cross-institutional partnership modeled after the COVID-19 Anchor Strategies Committee, to convene internal and external stakeholders, develop internal collaborations, support community-based projects and initiatives, and establish mechanism for recognizing and celebrating outstanding community engagement work.

- B. **Publish and regularly update an inventory of institutionwide community-related investments and impact assessments**, to keep our community better informed about the scope, scale and effectiveness of Johns Hopkins community-based projects and commitments.

V. Closing / Next Steps

With this second Roadmap report and plan, Johns Hopkins has taken to heart the recommendations of the Roadmap Task Force and is eager to embark upon the next set of goals and initiatives to realize our aims for diversity, equity and inclusion at the university.

Like its predecessor, the second Roadmap is intended to be a living document that reflects our shared values and principles and specific, measurable commitments. We are, once again, posting this document in draft form, open to community feedback and comment for at least the next several weeks, and we are excited to hear from you about the goals and strategies included here.

There are several ways to participate in offering your feedback. The Office of Diversity and Inclusion will be engaging key stakeholder groups in meetings during the week of November 29 and will share information on those opportunities to join the conversation. You also can provide feedback on the draft via the comment form at <https://diversity.jhu.edu> or directly to the Office of Diversity and Inclusion at odi@jhu.edu.

At the close of the community comment period, university leaderships will bring forward the recommendations of the second JHU Roadmap on Diversity and Inclusion for endorsement by the JHU board of trustees. We hope to release a final version of the report to the community by the close of this calendar year, so that we all can turn in earnest to its implementation beginning in January.

By spring 2022, we plan to post on the ODI/Roadmap website a target timeline for each of our goals and next steps on implementation, including areas that will require or benefit from further consultation with faculty, staff, students, and neighbors. In addition, ODI will provide central support to the divisions as they develop and track their divisional implementation plans, with an eye towards annual reporting and regular sharing of progress towards our goals with our community.

VI. Appendixes

APPENDIX 1: The 2020 Roadmap Task Force Process

In July 2020, university leaders announced the creation of the Roadmap 2020 Task Force, a body to candidly assess the first JHU Roadmap on Diversity and Inclusion and make recommendations on the commitments, strategies and measurable results necessary in its second iteration. Through an open application process, the three co-chairs built the task force with 44 members—volunteers representing faculty, students, staff, alumni and the Baltimore community. A total of 118 additional individuals also volunteered to serve on working groups focused more specifically on seven priority areas: student success, faculty diversity, pathways to staff advancement, training and development, alumni engagement, community engagement, and institutional accountability.

Between September 2020 and April 2021, the task force held 28 listening sessions and conversations and five full meetings, and the working groups met 133 times collectively. From these deliberations, the task force developed and submitted 65 recommendations to university leadership, who in turn shared those recommendations with the full Johns Hopkins community in May 2021. We received input from 82 individuals during the public comment period of May and June 2021, which helped prioritize and shape the final strategies. ODI and university leaders also worked to analyze recommendations, research best practices, and explore funding needs and sources, consulting with deans, divisional finance leaders, and responsible functional areas, such as Human Resources and Student Affairs.

In November 2021, the university posted a draft of the second Roadmap on Diversity, Equity and Inclusion, setting forth a plan for 24 new goals to be achieved over the next five years. Following a period of community comment and feedback, the report and goals will be reviewed and endorsed by the board of trustees in December 2021 and adopted in final form by the close of calendar year.

[Roadmap 2020 Task Force](#)

[Community Message with Leadership Updates on Taskforce progress and recommendations](#)

APPENDIX 2: Roadmap Task Force Recommendations – Disposition in Second Roadmap Goals

The Johns Hopkins University Second Roadmap on Diversity, Equity and Inclusion is deeply informed by the recommendations developed by the Roadmap 2020 Task Force. The vast majority of the Task Force recommendations are reflected in the document, in whole or in part. Where appropriate, recommendations are referred to the divisions for consideration. In a few cases where a recommendation was not taken up, it is listed as deferred.

The charts below lists all 65 recommendations submitted by the task force and their disposition with regards to the final Roadmap plan.

Recommendations – Alumni Engagement	Roadmap Disposition
1. In order to reconfigure data systems and structures to be more inclusive, Johns Hopkins should identify and implement a Customer Relationship Management (CRM) system that allows for tracking of alumni demographic data points.	Adopted in Alumni Goal 3
2. JHU should commission a full study of the alumni experience for under-represented groups. Based on the results of the study, JHU should produce a report on the drivers of under-engagement among alumnus from these groups.	Adopted in Alumni Goal 3
3. JHU should hold a regular DEI Summit for the entire JHU community that highlights the work of alumni, students, staff, and faculty. The DEI Summit is also a vehicle for the university to share updates on the progress of DEI efforts.	Reflected in Institutional Goal 4B (annual public reporting and discussion)
4. JHU should design a framework of networks to ensure equitable outcomes for all alumni.	Adopted in Alumni Goals 1 & 3

Recommendations – Community Engagement	Roadmap Disposition
5. Specify community engagement as a priority in the institution’s mission, vision statement, strategic plans, and accreditation documents, as well as at the divisional levels.	Adopted in Community Goals 1 & 2 and Referred to the Divisions for Consideration
6. Establish an institution-wide definition and guiding principles for community engagement.	Adopted in Community Goal 1

<p>7. Hire a Vice Provost for Community Engagement and establish a university-level Office of Institutional Community Engagement, for the purpose of coordination, accountability, and measuring impact. This office would work closely with the leaders of existing Institutes, Centers and Programs to establish an Institutional Community Engagement Steering Committee (including community members) to support and advance community engagement that would develop a broad vision and set of institution-wide signature initiatives focused on community-engagement. These initiatives will elevate, expand upon, and synergize existing programs as well as introduce innovative approaches to meeting community-identified priorities where the University can leverage its resources (e.g., education, employment, economic development, health).</p>	<p>Reflected and Adopted in Community Goal 4</p>
<p>8. Demonstrate how the institution invests its financial resources externally in the community for purposes of community engagement and community development.</p> <ul style="list-style-type: none"> a. Describe the sources of funding, percentage of budget or dollar amount, and how it is used b. Use a transparent and participatory decision-making process regarding resource allocation that includes JHU and community stakeholders c. Describe the impact of the institutional investments 	<p>Adopted in Community Goals 2 & 4</p>
<p>9. Catalogue current professional development supports around community engagement for faculty, staff, and community partners and identify gaps and areas for further development.</p>	<p>Adopted in Community Goals 2 & 4</p>
<p>10. Expand funding and mentorship for the development of community engagement courses and co-curricular opportunities.</p>	<p>Adopted in Community Goals 2 and 4 and Referred to the Divisions for Consideration</p>
<p>11. Provide professional development for Deans, Department Chairs, and senior faculty who review faculty applications for recruitment and promotion - on how to evaluate faculty scholarly work that uses community-engaged approaches and methods</p>	<p>Reflected in Faculty Goal 2 and Referred to the Divisions for Consideration</p>
<p>12. Develop guidance for updating institutional policies for promotion and tenure to ensure that these policies recognize and reward scholarly work that uses community engaged approaches and methods.</p>	<p>Reflected in Faculty Goal 2 and Referred to the Divisions for Consideration</p>

13. Develop recruitment policies and practices designed to encourage the hiring of faculty with expertise in and commitment to community engagement.	Referred to the Divisions for Consideration
14. Expand real-world efforts for students to work with community partners through academic and co-curricular opportunities (in line with guiding principles).	Adopted in Community Goals 2 & 4 and Reflected in UG Student Goal 1
15. Elevate student service and recognition for values-based community engagement efforts through awards, scholarships, and stipends.	Reflected in Community Goals 1, 2 & 4
16. Develop institutional competencies and learning outcomes for students' community engagement activities that may be tailored by School and discipline.	Reflected in UG Student Goals 1 & 2 and Referred to the Divisions for Consideration

Recommendations – Pathways to Staff Advancement	Roadmap Disposition
17. Fund Services that Provide Internal Staff Career Development	Adopted in Staff Goal 1
18. Create a university-wide JH Staff Council as a mechanism for staff to participate and advise in policies and initiatives that affect staff. Create Staff Council for all schools and divisions with a reporting structure to the main JH Staff Council.	Adopted in Staff Goal 3
19. Require all Schools and Divisions develop and implement a strategic Diversity Leadership Plan (DLP) with concrete annual goals and obtainable timelines to increase advancement of staff of color (Black/African American, Hawaiian/Pacific Islander, Hispanic, American Indian and Asian), with a focus on increasing representation & retention in the Executive/Administrative and Managerial Employee Groups (i.e. Level 2 to 3 and/or Level 3 to 4). Goals will expand to staff having different backgrounds to include, disabilities and LGBTQ. The DLPs would be annually reviewed (by ODI/OIE with input by Human Resources and the Staff Senate) and should be posted publicly (summary).	Adopted in Staff Goal 2 and Institutional Goal 4 and Referred to the Divisions for Consideration

<p>20. Expand the curriculum and enforce compliance of Hopkins Essentials supervisor/manger training to support equitable recruitment, performance management, and staff development. Set a priority of one year for completion of training related to performance feedback and career development. Ensuring that early training will improve performance feedback and employee development.</p>	<p>Adopted in Staff Goal 2</p>
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<p>Recommendations – Faculty Diversity Initiative</p>	<p>Roadmap Disposition</p>
<p>21. Continue the Target of Opportunity Program (TOP) with a focus on junior Black, Indigenous, and People of Color (BIPOC) faculty members who are: (a) included in a comprehensive mentoring program involving their school and department aimed at launching a successful academic career; (b) connected to other BIPOC faculty members from across the university to build a community; and (c) provided with leadership training appropriate for their seniority as faculty members.</p>	<p>Adopted in Faculty Goals 1 & 2 and Referred to the Divisions for Consideration</p>
<p>22. Establish funds in the Provost’s Office to support cluster faculty hiring in support of clearly identified programs.</p>	<p>Adopted in Faculty Goal 1</p>
<p>23. Continue the FDI Provost’s Postdoctoral Fellows (PPF) program with the following enhancements: PPFs to be funded for 2 years; PPFs to be connected to a broad group of BIPOC peers across the university; PPFs to receive discipline specific mentoring from senior faculty members; expanded training in leadership, career counseling, and the business of academia.</p>	<p>Adopted in Faculty Goal 1</p>
<p>24. Through external fundraising to focus on equity and retention, the University would implement a student loan repayment program for up to 20 junior BIPOC faculty and 10 postdocs.</p>	<p>Deferred</p>
<p>25. Establish an ongoing ala carte and longitudinal modular leadership program for self-selected junior and mid-career faculty addressing a broad range of toolkit topics relevant to academic success while incorporating BIPOC intersection-specific perspectives.</p>	<p>Adopted in Faculty Goal 2</p>

<p>26. Establish a year-long BIPOC intersection-specific executive leadership curriculum for BIPOC faculty concurrently participating in the Provost commissioned University-wide Executive Leadership Program. The University-wide Executive Program will have allotted slots for participation of BIPOC selected candidates. Recruitment and selection criteria will be determined by FDI leadership to achieve university wide participation, along with previous participation in modular curriculum (Recommendation 5).</p>	<p>Reflected in Faculty Goal 2</p>
<p>27. Establish and build multi-faculty communities that are complimentary and equitable spaces that will foster academic excellence and professional connections (BCES).</p>	<p>Reflected in Faculty Goal 2</p>
<p>28. Establish equitable multi-faculty spaces to foster academic exchange and excellence, to build inclusion and a sense of belonging to encompass BIPOC, URM and majority communities.</p>	<p>Adopted in Faculty Goal 2</p>
<p>29. Develop and implement Faculty advising and Faculty mentoring activities by establishing a University-wide Faculty Advancement Preceptor Program (FAAP).</p>	<p>Deferred</p>
<p>30. Obtain and commit resources to support a suite of career strengthening options to help Schools to ensure faculty members from underrepresented demographic groups inclusive of race/ethnicity/gender, e.g. SGM, disabilities, can excel.</p>	<p>Adopted in Faculty Goal 2</p>
<p>31. Create the faculty information systems to track faculty hiring, faculty demographics, faculty progress through their ranks, faculty success in leadership positions and other parameters to enable the periodic execution of equity studies.</p>	<p>Reflected in Faculty Goal 2 and Institutional Goal 4 (necessary predicate for expanded composition reports and pay equity studies)</p>
<p>32. Establish expertise in the hiring of diverse faculty, particularly BIPOC faculty members in STEM disciplines, that can be shared with the Schools and provide a resource for search committees and for Associate Deans for Diversity.</p>	<p>Adopted in Faculty Goals 1 & 2</p>
<p>33. Hire an Associate Vice Provost for Faculty Development who will be, or who will become, an expert in the specific domain of how to locate, groom for hiring, hire, recruit and on-board BIPOC faculty members across all disciplines with an emphasis on high-need areas like STEM.</p>	<p>Adopted in Faculty Goal 1 and Institutional Goal 3</p>

Recommendations – Graduate Student Success	Roadmap Disposition
<p>34. JHU should invest in summer and 1-2-year post-baccalaureate pipeline or pathways programs, by both creating programs in new areas and expanding training slots in existing, successful programs.</p>	<p>Adopted in Grad Student Goals 1 & 2</p>
<p>35. JHU should centrally host an internal competitive award program whereby faculty can create new pipeline programs in academic areas –e.g., humanities and social sciences-- where diversity numbers are low and where few such programs exist at JHU;</p>	<p>Adopted in Grad Student Goal 2</p>
<p>36. JHU should create a flagship, first of its kind, nationally visible math and quantitative sciences post-bac “bridge to PhD” program that combines relevant coursework, research experiences, and networking for 20-25 talented recent college graduates annually in preparation for PhD programs in math, biostatistics, computer science, and other quantitative PhD studies;</p>	<p>Reflected in Grad Student Goal 2 (opportunity to propose pilot program for innovations funds)</p>
<p>37. JHU should fund additional training slots in existing, successful, externally funded JHU pipeline programs with records of good research experiences, good mentoring, and good placements.</p>	<p>Adopted in Grad Student Goal 1 and Reflected in Grad Student Goal 2</p>
<p>38. JHU should hire staff, centrally, to a) promote the visibility of graduate student affinity and networking groups to prospective, admitted, and current graduate students through multiple forms of outreach and media; and b) improve the viability of student affinity and networking groups through basic infrastructure support, provision of “counterspaces” and minimal budgets.</p>	<p>Adopted in Institutional Goal 3</p>
<p>39. JHU should create structures and associated supports to ensure that every graduate student from a group underrepresented at JHU has a) access, if they desire, to someone to serve on their mentoring team or thesis committee from a shared identity background and b) “touch points” during their time at JHU with at least 10 other more senior professionals from a shared identity background in their or a related field.</p>	<p>Reflected in Grad Student Goal 3 (Best Practices Toolkit) and Referred to the Divisions for Consideration</p>

40. JHU should raise philanthropy for Merit fellowships for PhD students from backgrounds underrepresented in the academy.	Adopted in Grad Student Goal 1 and Reflected in Grad Student Goal 2
41. JHU should provide needs-based relocation funds for incoming graduate students.	Reflected in Grad Student Goal 3 (Best Practices Toolkit) and Referred to the Divisions for Consideration
42. JHU should compensate or otherwise reward underrepresented students who are asked to devote disproportionate, significant time to furthering JHU’s diversity goals.	Adopted in Grad Student Goal 3
43. Implement cohort-based or umbrella program admissions in laboratory sciences rather than direct to lab or direct to PI admissions.	Reflected in Grad Student Goal 3 (Best Practices Toolkit) and Referred to the Divisions for Consideration

Recommendations – Undergraduate Student Success	Roadmap Disposition
44. Collect and publish disaggregated student racial and ethnic data	Adopted in Institutional Goal 4
45. Develop a comprehensive plan to improve and enhance disability support for faculty, students, and staff that includes some of the following features: <ul style="list-style-type: none"> • Include disability in metrics of diversity and inclusion. • More effectively support students and faculty/staff with disabilities. • Incorporate accessibility into our standard operating procedures by creating advisory groups to assess and inform practices, draft guidelines, and determine resources needed to create inclusive environments. • Ensure disability inclusion is clearly communicated to the Johns Hopkins community. 	Adopted and/or Reflected in Institutional Goals 1 & 4, Staff Goal 2, Faculty Goals 1 & 2, UG Student Goal 2, and Grad Student Goal 3
46. Require all undergraduate students to complete two courses related to diversity, equity, and inclusion and integrate diversity and equity topics and concepts into disciplines and majors.	Reflected in UG Student Goal 1

47. Create a central, physical space in the new student center for staff representation from the Centers for Diversity to foster opportunities for cross-cultural engagement of DEI organizations.	Reflected in UG Student Goal 3
48. Recruit, retain, and hire a diverse faculty and staff that mirrors the composition of the student body and provide professional development opportunities for all faculty to enhance their knowledge of diversity and inclusion best practices in relationships with students both inside and outside the classroom	Adopted and/or Reflected in Faculty Goals 1 & 2
49. Increase resources for diversity and inclusion by increasing funding for DEI Offices and creating equitable, transparent funding for student groups.	Adopted in UG Student Goals 2 & 3 and Institutional Goal 3 and Referred to Student Affairs
50. Develop a web-based platform to highlight and centralize programs, initiatives, best practices and DEI content for students, faculty, and staff.	Adopted in Institutional Goal 3
51. Ensure all students understand the importance of DEI by expanding and strengthening the curriculum of the current Identity and Inclusion Workshops and including DEI related questions in all interviews for incoming students in all programs throughout the university.	Adopted in UG Student Goal 2
52. Combine current separate multicultural programs into one interdisciplinary studies department.	Deferred

Recommendations – Institutional Accountability	Roadmap Disposition
53. Johns Hopkins and its units should develop and publish a statement of core values, mission and principles. These should include values around diversity, inclusion, and accountability for inclusive excellence.	Adopted in Institutional Goal 1
54. Strategic plans for the university and units should include plans for advancing diversity and inclusion, adherence to the core values, mission and principles, and mechanisms for accountability.	Adopted in Institutional Goal 4

<p>55. All members of the JHU community should embrace their efforts to advance diversity and inclusion in the context of their job functions and in their annual reporting.</p>	<p>Reflected in Institutional Goal 4</p>
<p>56. Each organizational unit (school, department, center, division, institute) should include the status of diversity and inclusion in an annual presentation or town hall and publicly available report.</p>	<p>Adopted in Institutional Goal 4</p>
<p>57. Each organizational unit should promote discussion and feedback from its members in order to advance its culture and climate of diversity and inclusion.</p>	<p>Reflected in Institutional Goal 4</p>
<p>58. The annual Unit goals and objectives submitted to the Provost’s office should include the report on diversity and inclusion.</p>	<p>Adopted in Institutional Goal 4</p>
<p>59. Annual reporting of goals and objectives on diversity and inclusion should be submitted as part of the annual submission of unit goals and objectives up through to the Provost’s office, subject to the same level of review and scrutiny, and be coordinated with the Office of Diversity and Inclusion.</p>	<p>Adopted in Institutional Goals 3 & 4</p>
<p>60. Institutional accountability must be managed with intentionality at all levels and coordinated in partnership with the Office of Diversity and Inclusion. The university should elevate the position of Vice Provost for Diversity and Inclusion as a member of the President’s cabinet to manage and account diversity, equity and inclusion at all levels. The Office of Diversity and Inclusion should have sufficient staff resources to manage accountability across all units, and ensure that the policies and procedures are adjusted accordingly</p>	<p>Adopted in Institutional Goal 3</p>
<p>61. All units should have sufficient staff resources to support the Diversity and Inclusion efforts, and a point of contact with the Office of Diversity and Inclusion.</p>	<p>Adopted in Institutional Goal 3 and Referred to the Divisions for Consideration</p>
<p>62. Accountability and assessment of recommendations from all working groups should be proposed by the working groups themselves.</p>	<p>Reflected in Institutional Goal 4</p>

Recommendations – Training and Professional Development	Disposition
<p>63. All members of the JH community engage in ongoing diversity/equity/inclusion education as a part of their continual development. This education is a central and expected priority across JHU that leads to a supportive, inclusive climate.</p>	<p>Adopted and/or Reflected in Staff Goal 2, UG Student Goals 1 & 2, Grad Student Goal 3, and Faculty Goal 2</p>
<p>64. Individuals within ODI support and develop diversity educators who are embedded within each of the divisions.</p>	<p>Adopted in Institutional Goal 3</p>
<p>65. JH provides a wide range of educational opportunities that reach different populations, skill-levels, and learning modes. Educational opportunities meet needs identified by the JH community and anticipate future needs.</p>	<p>Adopted and/or Reflected in Staff Goals 1 & 2, UG Student Goals 1 & 2, Grad Student Goal 3, and Faculty Goal 2</p>