



DIVERSITY
LEADERSHIP
COUNCIL

JOHNS HOPKINS
UNIVERSITY & MEDICINE

JOHNS HOPKINS DIVERSITY LEADERSHIP COUNCIL

2019-2020 Annual Report

Authored by the members of the Diversity Leadership Council (DLC)

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Executive Summary

Introduction and Composition:

The Johns Hopkins Diversity Leadership Council (DLC) has been a key advocate for progressive change at Johns Hopkins (JH) since 1997. The scope of DLC's mission spans JH and its surrounding communities and includes advancing diversity and inclusion (D&I) by recommending policies and programs to senior leadership as well as facilitating a set of cross-cutting events and initiatives.

During the 2019-2020 academic year, the DLC was composed of 60 total members, 32 *ex officio* and 28 termed members (10 faculty, 14 staff, and 4 students) representing the following JH divisions:

Johns Hopkins School/Division	Termed	Ex Officio	Total
Bloomberg School of Public Health	1	5	6
School of Medicine	6	1	7
Whiting School of Engineering	5	0	5
Applied Physics Laboratory	3	1	4
Krieger School of Arts and Sciences	3	2	5
School of Nursing	0	2	2
School of Advanced International Studies	1	2	3
Libraries	1	1	2
Johns Hopkins Health System	0	2	2
Kennedy Krieger Institute	0	1	1
Peabody Institute	1	0	1
Carey Business School	1	0	1
Center for Talented Youth	2	0	2
Homewood Student Affairs	3	7	10
University Administration	1	8	9
Grand Total	28	32	60

Our termed members are selected via an annual nomination process and are serving terms of either 3 years (faculty and staff) or 1 year (students and postdoctoral fellows). The remaining 32 members are serving in an *ex officio* capacity to provide programmatic support and connectivity with key offices across the decentralized Johns Hopkins governance structure. Each year, DLC activities kick off with a retreat, during which DLC members identify the council's objectives for the year and form subcommittees to pursue them.

This report captures DLC activity during the 2019-2020 academic year and includes two main sections. The first section covers DLC events and initiatives including the annual Diversity Conference, Diversity Innovation Grants Program, and Diversity Leadership Awards. The second section contains year-end reports from our various subcommittees. The Appendices contain more detailed information and artifacts associated with DLC programs and analysis. The remainder of this executive summary presents high-level recommendations based on the work of our subcommittees. We urge the JHU administration to give these recommendations serious consideration as key next steps for advancing D&I at Hopkins.

Recommendation: Maintain focus on diversifying faculty and senior leadership roles as we continue to navigate our new normal

Due to the global pandemic, our leaders will grapple with increasingly tough decisions related to resource allocation and management. We urge the administration to reaffirm our shared values around D&I and work to ensure that resource allocation decisions remain aligned with our core values. The recommendations of our [Faculty Recruitment and Development subcommittee](#), informed by interactions with the Vice Provost for Faculty Affairs, speak to the need for a potential expansion of funding as the Faculty Diversity Initiative is renewed and retooled. The recommendations of our [Staff Access and Inclusion subcommittee](#), informed by interactions with Human Resources, speaks to the need to diversify our senior staff positions, corresponding to Level 4 and above positions in the Staff Composition report. These two reports contain more detailed recommendations and supporting analysis later in this report.

Recommendation: Create a senior-level director role responsible for developing a JHU-wide D&I training and education strategy and executing it in coordination with JHU and Johns Hopkins Medicine (JHM) divisions

The effects of recent events around police brutality and their deep-rooted systematic causes have reverberated through every part of Johns Hopkins. These events have exacerbated the existing need among faculty, staff and students for competency and, in some cases, expert assistance in navigating conversations around issues of race and D&I more broadly. Beyond conversation, there is an urgent need for broader awareness of how our systems within Hopkins, related to both culture and governance, can reinforce inequities. Even as the need for a JHU-wide strategy for D&I training and education has become increasingly clear, so have our gaps in centralized planning, coordination and execution of supporting resources.

Our [Culture and Bias Training subcommittee](#) has produced an inventory of D&I training and education courses at JHU and JHM and identified specific gaps in training resources related to race discussion facilitation. Our [LGBTQ Inclusion subcommittee](#) has conducted a survey and identified a gap in support for LGBTQ community needs, in part

driven by JH-wide demand for related training and programming provided by LGBTQ Life, which is primarily resourced to support the Homewood divisions. Recognizing that the need for D&I-related training is pervasive and resources are finite, we urge the administration to hire a senior-level director to create a JHU-wide D&I strategy and execute it in close coordination with D&I practitioners across JHU and JHM. The JHM counterpart for this role already exists and was key in supporting the work of our Culture & Bias Training subcommittee this year. The aforementioned subcommittee reports provide further details in the upcoming sections.

Recommendation: Take definitive steps towards eliminating the GRE to make graduate school at JHU more accessible to socioeconomically disadvantaged students

Beyond climate and culture, advancing D&I requires reforming structures that promote systemic inequities. The 2019 update to the JHU [Roadmap on Diversity and Inclusion](#) speaks to the progress that has been made in diversifying our undergraduate student population, propelled in part by a gift from Bloomberg and the subsequent instantiation of need-blind admission. In contrast, representation from socioeconomically disadvantaged groups in our graduate student population has not improved at a comparable pace. This year's report from the DLC [Enhancing the Student Experience subcommittee](#) argues that the Graduate Record Examinations (GRE) has proven a limiting factor for progress along these lines by discouraging applications, offers, and subsequent enrollments among prospective graduate students from underrepresented groups. Further, recent examinations of the efficacy of the GRE have shown it to be an inadequate predictor of success in PhD programs. For these reasons, several of our funding agencies and peer institutions have already stopped using the GRE.

We urge the administration to take definitive steps towards eliminating the use of the GRE in our admissions process. As a first step, we recommend the Provost's office convene stakeholders from the JHU divisions to develop a GRE exit strategy including developing and piloting alternative analytics for predicting graduate student success. Next, since GRE scores still contribute to U.S. News and World Report (USNWR) rankings, JHU should join with peer institutions in the Council of Graduate Schools to petition USNWR to stop use of the GRE. Finally, JHU should institutionalize best practices from the aforementioned pilot programs to create new systems for evaluating applicants efficiently and effectively.

Other Notable Highlights In This Report

- Our [Collaborating Across Divisions and Institutions Subcommittee](#) created a set of best practices for enhancing DLC collaboration with Divisional Diversity Councils.
- Our [Community Partnerships Subcommittee](#) convened community engagement leaders across Hopkins to roll out a Hopkins-wide community engagement portal called HopkinsEngage, scheduled for launch in Fall 2020.

- Our [Disability Subcommittee](#) partnered with groups across Hopkins to develop and execute programming to foster awareness around disability issues in conjunction with the 30th Anniversary of the American with Disabilities Act (ADA).

We would like to thank the Provost's Office, the Office of Diversity and Inclusion and our various collaborators for supporting our efforts and look forward to continuing to work towards advancing diversity and inclusion at Johns Hopkins.

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Diversity and Inclusion Conference

This year we welcomed approximately 500 guests to our Diversity and Inclusion Conference, guiding the Johns Hopkins community through a range of topics from MicroTriggers to Unconscious Bias. We continued our efforts to make the conference as inclusive as possible, featuring all gender restrooms, lactation room, vegan / kosher / halal dining options, a Prayer and Meditation Room, and a Sensory Break Room. In response to feedback from last year's event, we extended this year's conference to a full day.

Having three parallel sessions allowed participants to attend an additional workshop from our [large selection of workshops](#).



The conference opened with plenary remarks given by Kevin Sowers, President of the Johns Hopkins Health System and Executive Vice President of Johns Hopkins Medicine, who was interviewed by Dr. Renata Arrington-Sanders regarding his personal and professional journey as an openly-gay professional. The Luncheon Keynote speech was given by news correspondent and journalist, Maria Hinojosa who highlighted the importance of representation in our media narratives and of empowering underrepresented groups to tell their own stories.



Diversity Innovation Grants

This year, the DLC supported two **Diversity Innovation Grant (DIG)** projects. The Homewood Facilities Operations Yearbook produced a document highlighting the contributions of Facilities Operations staff and Students for Disability Justice developed a network to advocate for and support students with disabilities.



Project Name: Homewood Facilities Operations Staff Yearbook 2019-2020

Project Lead: Ray Cho, Director of Construction and Planning, Krieger School of Arts and Sciences

Awarded: \$2500

Outcome: This team of JHU students and staff developed and produced a document highlighting the work of

Facilities Operations staff, helping to build a sense of community and recognizing contributions that often go unseen. Ray and his team interviewed more than 30 Homewood facilities operations staff, asking how they would describe what they do at Johns Hopkins, their favorite memories at Homewood, and what they enjoy outside of work. Pete Martin describes his job as “maintaining the interior and exterior of buildings and helping to beautify this campus for our students.” A Painter at Johns Hopkins, Pete has spent 34 years with the university and enjoys spending time with family and friends outside of work. Behind the Scenes: Homewood Facilities Operations Staff Yearbook can be found [here](#).

Project Name: **Students for Disability Justice**

Project Lead: **Anna Moyer**, PhD Candidate, School of Medicine

Awarded: \$2,500

Outcome: This group of students, staff, and faculty built a network of existing affinity groups focused on disability. The Students for Disability Justice network partnered with a number of groups to develop and organize in person and virtual events including: a Disability, Gender, and Sexuality Mixer, An Unquiet Mind book club, a Question and Answer Session with Sen. Barbara Mikulski, Equal Access in Science and Medicine Lecture, a Virtual Screening of We Are Visible documentary. Several additional events are being planned for the Fall 2020 semester to raise awareness around and advocate for students with disabilities.



Diversity Leadership Awards



The [2020 Diversity Leadership Awards](#) celebrated outstanding contributions towards advancing diversity and inclusion across Johns Hopkins. Our slate of winners featured members of our community who are truly making a difference: from an IT professional making systems more inclusive to trans and gender non-conforming students to a Ph.D. candidate creating opportunities for undergraduates to engage the Baltimore community. More information on the awardees can be found at the [DLC Website](#) or in [Appendix B](#).

INDIVIDUAL AWARDS

Kamna Balhara, MD and Nathan Irvin, MD, School of Medicine

Aaron DeLong, Applied Physics Laboratory

Susana Ferradas, Health and Wellness

Jeff Greer, IT@JH

Jessica Marie Johnson, Krieger School of Arts and Sciences

Mannat Malik, Bloomberg School of Public Health

Anna Moyer, School of Medicine

Bonnielin Swenor, Wilmer Eye Institute/Bloomberg School of Public Health

Gillian Wood, Bayview Medical Center

GROUP AWARDS

APL Veterans Club- Founding Executive Board, Applied Physics Laboratory

The Center for Educational Resources (CER), Sheridan Libraries

Generation Tomorrow: Summer Health Disparities Scholars, School of Medicine

The Johns Hopkins School of Medicine House Staff Diversity Council, School of Medicine

DLC Subcommittee 2019 – 2020 Objectives

Collaborating Across Divisions (Chairs: Barbara Dietrick and Pedro Lozada)

- Propose and implement an initiative to enhance collaboration between the DLC and the divisional diversity councils

Community Partnerships (Chair: Mindi Levin)

- Host quarterly gatherings with Hopkins community engagement programs to improve collaboration and communication
- Secure funding and develop an implementation plan for a new university-wide customer relationship management (CRM) tool for Baltimore community engagement

Culture and Bias Training (Chairs: Sherita Golden and Kara Beverly)

- Inventory existing unconscious bias and cultural sensitivity training programs across Johns Hopkins and perform a gap analysis
- Develop an implementation plan for proactive unconscious bias training across JHU and JHM leadership, faculty, staff, students, and hiring managers/supervisors

Disability (Chairs: Angela Gilmour and Aaron Hodukavich)

- Assess current climate for staff, faculty, and students with disabilities along with best practices among peer institutions
- Work with the Office of Institutional Equity to design a campaign to enhance awareness of the 30th anniversary of the Americans with Disabilities Act (ADA)

Enhancing the Student Experience (Chair: Balazs Vagvolgyi)

- Organize the second Annual D&I student poster session
- Design and pilot a collaborative student network around diversity and inclusion
- Support the Office of Graduate and Professional Education in exploring the elimination of the GRE test from admissions requirements

Faculty Recruitment and Development (Chairs: Amanda Brown and James Calvin)

- Support the Vice Provost for Faculty Affairs in characterizing the effectiveness of the Faculty Diversity Initiative and provide recommendations around a potential follow-on initiative

LGBTQ Inclusion (Chair: Courtney Resnick)

- Create a field in the student information system that integrates gender identity and pronouns
- Propose three different models for a potential expansion of LGBTQ Life

Staff Access and Inclusion (Chairs: Stacey Marks and Ian Matthew-Clayton)

- Collaborate with human resources to analyze the recruitment and lifecycle for Level 4 URM Senior Staff positions. Rationale – Promote URM diversity at this level to create a pipeline of qualified candidates for Executive Roles (Level 5/6)
- Examine metrics of success as it relates to overall staff retention through recognition and onboarding

Collaborating Across Divisions and Institutions Subcommittee

Subcommittee Chairs:

Barbara Detrick, Professor, School of Medicine
Pedro Lozada, Associate Director of Development, SAIS

Members:

Karen Greene, Supervisor, Climate, Culture, Community, Affirmative Action Officer, Applied Physics Laboratory (APL)
Mathison Hall, Senior National Security Analyst, APL
Liz Mengel, Associate Director Library Services, Sheridan Libraries

Objective:

- Propose and implement an initiative to enhance collaboration between the Diversity Leadership Council and Divisional Diversity Councils

Approach / Activities:

Building on our previous efforts to create an inventory of key D&I-related groups across Hopkins, we updated our directory of Divisional Diversity Councils (DDCs). To enhance collaboration among the DLC, DDCs and other D&I-related groups across Johns Hopkins, the subcommittee hosted a joint meeting with the DDCs at the Diversity and Inclusion Conference in October 2019 towards identifying shared goals, potential synergies and joint initiatives. This meeting was structured in a design-thinking format that created a productive and highly interactive experience.

Key Findings:

The workshop was attended by fourteen participants, including representatives from 8 of the 9 JH divisions in addition to members from the libraries, Human Resources, Development and Alumni Relations and the SOURCE center for community engagement and service-learning. The meeting provided a number of creative proposals for collaboration across divisions and new tools for communication and for gathering critical feedback.

Based on the outcomes of this meeting, our subcommittee formulated recommendations for engagement with the DDCs. These Guidelines and Best Practices are captured in [Appendix C](#). They are aimed to fostering regular engagement and dialogue among the DLC, DDCs and the broader Johns Hopkins community.

Next Steps:

In coordination with ODI, a final framework of Guidelines and Best Practices for engagement and collaboration with the DDCs will be completed. In addition, the DLC will continue to work with ODI to explore ways to implement and institutionalize the structures for collaboration with DDCs in support of systematic initiatives to advance the JHU Roadmap on D&I.

Community Partnerships Subcommittee

Subcommittee Chair:

Mindi Levin, Faculty, Bloomberg School of Public Health

Members:

Judah Adashi, Composition & Music Theory Faculty, Peabody

Sean Watkins, Assistant Program Manager, Center for Talented Youth (through December 2019)

Objectives:

- Host quarterly gatherings with Hopkins community engagement programs to improve collaboration and communication
- Secure funding and develop an implementation plan for a new university-wide customer relationship management tool for Baltimore community engagement

Approach/Activities:

The Community Partnerships Subcommittee has continued its efforts to facilitate communication and coordination of the leaders of Johns Hopkins Community Engagement Programs (JHCEP), a collective of approximately 20 offices/centers/programs across JHU, JHMI, and APL with the primary mission to partner with communities in Baltimore City. Our subcommittee continues to organize quarterly meetings of the JHCEP leaders and utilize an internal listserv to discuss key issues and best practices in between meetings.

As a result of our convening efforts, a subset of JHCEP leaders has secured a customer relationship management (CRM) tool called GivePulse to enhance the University's Baltimore community engagement efforts. JHCEP leaders from the Center for Social Concern (CSC) at Homewood, Center for Educational Outreach (CEO) at Engineering, SOURCE – the community engagement and service-learning center at the Schools of Public Health, Nursing, and Medicine, and WorkLife and Engagement are currently working with the Johns Hopkins Information Technology (IT) Department and the GivePulse vendor to test and adapt the new platform for its intended use. At JHU, the GivePulse platform will be branded as *HopkinsEngage*. HopkinsEngage will have a soft launch in Fall 2020.

The JHCEP leaders last met as a collective in March 2020, days prior to university operations switched to remote work due to COVID-19. The majority of the JHCEP leaders joined the Hopkins COVID-19 Anchor Strategy Working Group led by Vice President of Economic Development, Alicia Wilson. The JHCEP leaders have been key partners in providing services and supports to community members throughout the city, including food distribution sites, volunteer recruitment, youth activities, communications efforts, educational town halls and more.

Key Findings:

The JHCEP team is currently working with GivePulse, IT, legal counsel, and External Affairs to manage the implementation process for HopkinsEngage. Once the HopkinsEngage platform is up and running, it will provide easier and timelier community engagement reporting across the

university, improved ability to identify opportunities for students, faculty, and staff; and management and tracking of our JHU relationships with Baltimore community partners.

Next Steps:

For the past few years, the key work of this subcommittee has been to convene the JHCEP leaders, which has now become a self-sustaining body in its own right. Hence, we see it as a natural next step to dissolve the subcommittee and create a community engagement liaison role on the DLC for the purpose of maintaining connectivity with the JHCEP leaders. Mindi Levin, current subcommittee chair and founding director of SOURCE, will be the first to serve in this liaison role in coming academic year.

The JHCEP leaders plan to work together to develop and offer standards for community engagement, in order to provide improved guidance for Johns Hopkins leadership. Due to increased requests from community stakeholders due to COVID-19, the JHCEP leaders have not gathered on their own since March. This will be an upcoming focus of their work in summer 2020.

Culture and Bias Training Subcommittee

Subcommittee Chairs:

Sherita Golden, Vice President & Chief Diversity Officer, Johns Hopkins Medicine; Professor, SOM

Kara Beverly, Equity Compliance Investigator, Office of Institutional Equity, Johns Hopkins University

Members:

Joy Gaslevic, Interim Vice Provost of OIE, Johns Hopkins University

Objectives:

- Inventory existing unconscious bias and cultural sensitivity training programs across Johns Hopkins University (JHU) and Johns Hopkins Medicine (JHM) and perform a gap analysis
- Develop an implementation plan for proactive unconscious bias training across various levels of JHU and JHM, including all JHU/JHM leadership, faculty, staff, students, and hiring managers/supervisors

Approach/Activities:

We completed an inventory of diversity awareness, cultural sensitivity, and unconscious bias trainings across JHU and JHM with the ultimate goal of developing unified training approaches that can be delivered efficiently while avoiding duplication. We have catalogued all of the trainings, both online and in-person, offered at JHM through Human Resources; the Office of Diversity, Inclusion, and Health Equity (ODIHE); and the Johns Hopkins Health System Office of Organizational Equity. The inventory has enabled us to identify gaps in our current training offerings, summarized below. For more information about trainings offered by JHM, visit: <https://www.hopkinsmedicine.org/diversity/resources/education-services/>.

We certified 27 staff across JHM and JHU (including Erin Fox, JHU Office of Diversity and Inclusion Senior Program Manager) as unconscious bias and diversity awareness facilitators through the JHM ODIHE train-the-trainer program in two cohorts started in February and April 2020. This program was a collaboration between Cheri Wilson, Training and Education Program Manager for ODIHE, and Dr. Brian Gittens, Vice Chancellor for Diversity, Equity, and Inclusion at University of Arkansas Medical System. The facilitators represent the following JHM and JHU entities: Broadway Services, Inc., Howard County General Hospital, Johns Hopkins Bayview Medical Center, Johns Hopkins Community Physicians, Johns Hopkins Health Care, Johns Hopkins Health System, Johns Hopkins Home Care Group, Johns Hopkins Hospital, Johns Hopkins International, Johns Hopkins School of Medicine, Johns Hopkins University, Sibley Memorial Hospital.

For more information about the program, visit:

<https://www.hopkinsmedicine.org/diversity/resources/education-services/unconscious-bias-and-diversity-awareness.html>.

Key Findings:

- A full inventory of the diversity awareness, cultural sensitivity, and unconscious bias online and in-person trainings offered at JHU and JHM through Human Resources, the ODIHE, JHHS Office of Organization Equity, and JHU Office of Organizational and Institutional Equity are catalogued in an accompanying attachment.
- We identified a major gap in our current expertise at JHU and JHM in race discussion facilitation. This came to light, particularly during June 2020, following the murder of George Floyd and multiple requests across the organization for JHM ODIHE to help facilitate discussions on race relations at JHM and JHU.

Recommendations:

Now that our initial cohorts have been trained through the JHM ODIHE train-the-trainer program, it should be offered to others across JHU and JHM to expand the repertoire and reach of trainers. Our goal remains to have consistency in content across Hopkins. We also recommend bringing in external expertise to train a core team across JHU and JHM in racial dialogue facilitation. One framework to consider is the Restorative Justice approach, which can be administered as community-building circles (to build and strengthen relationships) and as restorative conferences (to respond to conflict and harm). This framework has been adapted to colleges and universities by Dr. David Karp and is currently being used by the American Association of Medical Colleges in a pilot study to address learner mistreatment. It is also proposed by Dr. Fania Davis as a framework to apply to issues of racial and social justice.

Next Steps:

- Discuss extending the JHM diversity awareness and unconscious bias train-the-trainer program more broadly across JHU in collaboration with Dr. Katrina Caldwell, incoming JHU Vice Provost for Diversity and Inclusion.
- Collaborate with JHM and JHU leadership to develop a training implementation plan, including the length of training and type of delivery (online versus in-person via Zoom versus both) for all individuals across Johns Hopkins—faculty, staff, students, hiring managers, recruiters, leadership. During the COVID-19 pandemic we have successfully conducted unconscious bias training sessions via Zoom with excellent participant engagement. Ultimately, we aim to develop a plan for embedding the concepts of addressing unconscious bias and cultural sensitivity into the training infrastructure of JHM/JHU (e.g., annual staff update, new employee and new student orientation). For example, in FY21, for the first time ever, incoming JHM residents and fellows will be required to complete a 2-hour cultural sensitivity e-learning course in myLearning. In addition, as part of the FY21 JHM strategic priority systemwide metrics, managers and above for all JHHS entities and faculty, trainees (residents, fellows, medical and graduate students), and managers and above for SOM will be required complete one-hour of Unconscious Bias Training.
- Develop a plan for Restorative Justice training and development of a train-the-trainer program for key leadership and staff in the following key JHU and JHM departments—Human Resources, Organizational and Institutional Equity, Diversity and Inclusion—as well as other departments.
- Explore creation of an anti-racism and multicultural awareness curriculum and allyship training strategy for faculty, learners (students, residents, and post-doctoral fellows), and staff.

Disability Subcommittee

Subcommittee Chairs:

Aaron Hodukavich, ADA Compliance Officer, Office of Institutional Equity

Angela Gilmour, Group Supervisor, Applied Physics Laboratory

Members:

Karen Greene, Supervisor, Climate, Culture, Community, Affirmative Action Officer, Applied Physics Laboratory (APL)

Cathie Axe, Executive Director, Student Disability Services

Virginia Herring, Human Resources Director, Bloomberg School of Public Health, School of Nursing, and Campus Security

Gloria Ramsey, Associate Dean for Diversity, Equity and Inclusion, School of Nursing

Objectives:

- Assess current climate for staff, faculty, and students with disabilities along with best practices among peer institutions
- Work with the Office of Institutional Equity to design a campaign to enhance awareness of the 30th anniversary of the Americans with Disabilities Act (ADA)

Approach/Activities:

This year, our subcommittee collaborated with faculty, staff and students on grant applications for both a 10x20 Grant to start a Disability Health Coalition and a Diversity Innovation Grant to support Students for Disability Justice programming. The awarded grants focused on the development of a Disability Health Coalition and promoting events related to a Diversity and Innovation Grant to support Students for Disability Justice programming. The activities conducted under these grants are raising awareness about disability inclusion and recognizing the ADA 30th anniversary as well as supporting the development of promotional materials that can be used in the COVID-19 environment.

Planned programming spans the calendar year:

- The Graduate Student Association Diversity Committee Book Club read An Unquiet Mind
- The Gertrude Stein Society and Students for Disability held a Justice Mixer
- Advocates for Disability Awareness held a Q&A with Senator Barbara Mikulski on disability policy
- Students for Disability Justice co-sponsored Equal Access in Science & Medicine lectures by Dr. Kay Jamison on “professional and personal perspectives on bipolar illness” and by Dr. Chad Ruffin, the first congenitally deaf person surgeon. The lecture with Dr. Chad Ruffin was rescheduled to Fall 2020 due to COVID-19
- The Redefining Disability Student Interest Group at the School of Medicine held a “Day of Disability” healthcare provider training for medical students
- The School of Nursing will host an ADA 30th Anniversary Celebration on 21 July “Celebrating Diversity Inclusion: The 30th Anniversary of the Passage of the Americans with Disabilities Act”

- Additional institution-wide programming is also forthcoming
- Program established on reducing health and healthcare disparities for persons with disabilities across the lifespan
- Panel titled, “Isms... Race, Ability and Class: The Lived Experience of these Intersecting Identities” scheduled for October 2020
- Technical representatives and researchers were invited for a panel on Technology and Disability in September 2020
- Held a webinar in June 2020 “Disability and COVID-19”
- Webinar titled, “30 Years of the ADA: Celebrating the past, present, and future of disability civil rights” scheduled for July 2020 to celebrate the 30th anniversary of signing the ADA
- A series of webinars including “Disability in Educational Settings,” “Technology and Disability: Barriers and Opportunities for Addressing Disability Inequities,” “Making Healthcare More Accessible for People with Disabilities” and “Disability Inclusion in Science and Medicine” are scheduled for August, September, November, and December 2020 to discuss physical, educational, environmental, and societal barriers to inclusion

Additionally, our subcommittee is working to promote collaboration and share ideas across divisions, using accessibility.jhu.edu as a portal to disseminate resources and raise awareness around disability themed-events. In October 2019, the video “Adaptive” was shown at both JHU Homewood and JHU/APL to celebrate Disability Awareness Month 2019. We worked with DLC leadership to identify and invite a prominent disability rights activist, Judie Heumann, to keynote the 2020 Diversity and Inclusion Conference.

We successfully encouraged nominations to JHU Diversity and Inclusion Awards to recognize exemplary work improving the environment for staff, faculty and students with disabilities. This year, there were six total disability related nominations with three of those selected.

Finally, we reached out to the JHU Office of Institutional Research (OIR) to identify available datasets pertaining to the JHU disability community and to discuss the best mechanisms for characterizing the current climate for disabled faculty, staff, and students. A survey was coordinated with OIR and sent to disabled students regarding their experience with the shift to remote learning as a result of COVID-19.

Findings:

Prior to this effort, the different groups and divisions had many grassroots efforts but did not have the resources to collaborate across JHU. Staff, faculty, and students are already doing impactful work in pockets across JHU divisions. Working together can create synergy, enhanced awareness of the many people committed to this work, all towards achieving greater impact. Centralizing information about events, activities and groups on accessibility.jhu.edu has improved communication and has the potential to support ongoing collaboration.

Programming conducted under the JHU 10x20 grant has laid the foundation for a coalition across divisions that are starting the work. Subcommittee members met in June 2020 with the a group from the medical campus focused on establishing a Disability Employee Resources Group and planning for Disability Awareness Month in October. In addition to collaborating on these

efforts, this group will support the 10x20 July ADA 30th event. Additional funding mechanisms will be necessary to keep this momentum into 2021.

Next Steps:

- Continue to enhance tools and equipment for assisting disabled faculty, staff, and students in the COVID-19 environment. As an example, the subcommittee has discussed how to provide clear masks to students and faculty to assist those who are dependent on lip reading. These requests have been handled case-by-case. Provide guidance to all divisions on best practices. Be proactive before fall 2020 to ensure all divisions have the tools that they need.
- Complete an analysis of the JHU survey data collected related to disabled faculty, staff, and students. Propose a survey method to understand the climate for disabled faculty, staff, and students at JHU. This is a continuation of the outreach that was started to the JHU Office of Institutional Research (OIR) to discuss what data has been collected regarding the JHU disability community and to discuss the best mechanisms for determining current climate.
- Provide recommendations on how to continue the momentum from the ADA 30-year anniversary and 10x20 grant activities forward into 2021.
- Develop a presentation for the different development offices across JHU schools regarding fundraising for events related to the contributions of the disabled community and promoting the value of a diverse community.
- Investigate how well the transportation options are working across the different divisions and campuses and recommend necessary improvements.

Enhancing the Student Experience

Subcommittee Chair:

Balazs P. Vagvolgyi, Associate Research Engineer, Whiting School of Engineering

Members:

Moses Davis, Associate Dean of Diversity and Inclusion, Homewood Student Affairs

Harolyn Belcher, Professor, Kennedy Krieger Institute

Shantel Angstadt, Student, School of Medicine

Hannah Garcia, Student, Krieger School of Arts and Sciences

Gina Greenidge, Student, Whiting School of Engineering

Corrin McBride Hunt, Program Manager, Center for Talented Youth

Objectives:

- Organize the second Annual D&I student poster session
- Design and pilot a collaborative student network around diversity and inclusion
- Support the Office of Graduate and Professional Education in exploring the elimination of the Graduate Record Examinations (GRE) test from admissions requirements

Approach/Activities:

Due to COVID-19 and the cancellation of the in-person Diversity Recognition Awards Ceremony, the second annual Poster Session was canceled. We have extended the list of diversity-focused student affinity groups in the development of a collaborative student network. Our members have compiled a report, see [Appendix D](#), regarding the potential effects and consequences of the elimination of the GRE test that has been presented to the DLC.

Objective #1 – 2nd Annual Diversity & Inclusion Student Poster Session:

- Event canceled due to the Covid-19 pandemic and the resulting shut down
- We are focusing on next year's event:
 - Will build a new website for the Poster Session under the DLC domain
 - Promotional materials created for this year will be reused next year
 - Hoping to keep award sponsors in 2021

Objective #2 - Collaborative Student Network:

- We have finished the list of diversity-focused student affinity groups for:
 - Homewood Campus
 - Krieger School of Arts and Sciences
 - Whiting School of Engineering
 - East Baltimore Campus
 - School of Medicine (MD and PhD programs)
 - School of Nursing
- Lists for other schools are work in progress
- Also includes a list of faculty and staff with interests in diversity from across all divisions

Objective #3 – Research on the effects of eliminating the GRE test:

- Research shows that the GRE test scores have little correlation with academic performance while the exam negatively impacts the admission rate of minority applicants
- Hypothesis: the elimination of GRE from graduate school application requirements would help reduce systemic bias against minority students and would not negatively affect the quality of graduate programs and academic performance
- Some peer institutions and a limited number of JH graduate programs already removed the GRE from graduate application requirements
- Concerns: some University rankings include GRE scores in their ranking methods and eliminating the GRE would potentially negatively affect JHU's ranking
- The subcommittee has written an op-ed style, data driven report with help from the Provost's office
- Report has been presented to the DLC for socialization with university leadership

Recommendations:

- We recommend that the University considers the benefits of eliminating the GRE across all schools to provide more equitable opportunities for minority students in graduate school admissions.

Next Steps:

- Organize 2nd D&I Student Poster Session in 2021
- Complete the first full version of the Collaborative Student Network database
- Continue research on the effects of the elimination of GRE

Faculty Recruitment and Development Subcommittee

Subcommittee Chairs:

Amanda Brown, Associate Professor, Neurology and Neuroscience, School of Medicine

James Calvin, Professor, Carey Business School

Members:

Lynn Jones, Associate Professor, School of Medicine, Bayview

Jeff Gray, Professor, Whiting School of Engineering (WSE)

Gloria Ramsey, Associate Dean, School of Nursing

Robbie Shilliam, Professor, Krieger School of Arts and Sciences (KSAS)

Darlene Saporu, Assistant Dean Diversity and Inclusion, KSAS/WSE

Objectives:

- Support the Vice Provost for Faculty Affairs the effectiveness of the Faculty Diversity Initiative (FDI) provide actionable recommendations around FDI 2.0, based on achievements of FDI 1.0

Approach/Activities:

The FDI initially launched in 2015, institutionalizing many of the recommendations put forward by the DLC's Faculty Recruitment and Development Subcommittee in 2013. In support of this year's objectives, we have engaged with senior leadership to both advise and partner on initiatives related to recruitment and retention of faculty as follows:

- Met with Vice Provost Andrew Douglas and Assistant Vice Provost Larry Williams to discuss ideas for the reauthorization of FDI 2.0
- Held Bi-Monthly meetings in partnership with members of the Homewood Council on Inclusive Excellence (HCIE) to share information and discuss issues related to the outcomes of initiatives in the FDI 1.0
- Held a joint meeting on February 3, 2020 with the HCIE to offer additional insights and ideas toward the FDI reauthorization draft intended for delivery to Provost Sunil Kumar in Spring of 2020. At a subsequent meeting, we were informed that discussions related to the funding of FDI 2.0 were tabled in the absence of a new JHU chief diversity officer to assume stewardship. Plans were put in place to continue support for current funding for postdoctoral fellows funded through FDI.
- Leveraged monthly DLC meetings as a forum for discussion around FDI 2.0 with the Vice Provost for Faculty Affairs.
- Reviewed and discussed "Faculty Diversity Initiative Assessment: A draft report from the JHU Office of Diversity and Inclusion," June 2019.
- Participated in discussions with President Daniels and Provost Kumar hosted by the Black Faculty and Staff Association (BFSA) to discuss ongoing climate-culture challenges. Daniel Ennis and Heidi Conway were also participants in some of these conversations.

Key Findings:

Based on discussions and forums held to date, we have provided feedback around FDI 1.0.

What **has worked** well in FDI 1.0:

- Diverse faculty departures are down
- Postdoc Fellows have a 67% conversion to faculty positions
- FDI 1.0 funding is significant at \$25M over 5 years. To continue toward FDI goals the next FDI 2.0 may require \$50M over 5 years
- Junior faculty search processes have changed significantly in alignment with best practices
- FDI 1.0 made the Roadmap concrete for faculty affairs, aligned with stated goals
- Conclusion: FDI funding was an excellent investment
- Deans found real value in the postdoctoral fellows program; to mitigate impacts due to COVID-19, many of the current fellow appointments were extended

What **has not** worked so well in FDI 1.0:

- FDI was not very visible to the Hopkins community – hiring should be celebrated similar to what is done for the Bloomberg Professors
- What were the barriers for those divisions that have zero hires?
- ***Climate and work-life balance remain central issues (these are not only D&I-specific)***

Recommendations:

We understand the immediate challenges posed by the heightened uncertainty and financial stressors in the new COVID-19 reality. Nevertheless, in this new environment we can continue to advance our goal of a more diverse and inclusive faculty by taking the following steps:

- **Innovative thinking around how we can improve climate at JHU.** Require all Hopkins community members to take the baseline redesigned training course in structural racism, unconscious bias, microaggression and crucial conversations. Provide options for training in different forms: online, seminar, workshop, one-on-one or small group with an expert (*this platform is similar to how we currently offer training in the responsible conduct of research*). Higher levels of training could be incentivized. In fact, SOM (VP, CDO Sherita Golden) is taking the approach of having certified trainers that can be deployed at the unit level.
- **Innovative thinking around underrepresented faculty retention.** With the freeze on faculty hiring, the focus on retention should be sharpened. This can take the form particularly, for junior faculty, of enhanced mentoring, coaching, and grant bridge support.
- **Considerations for FDI 2.0.** Discussions by the Provost' office with trustees related to the funding in FDI 2.0 were tabled in the absence of a new JHU CDO to assume stewardship. Nevertheless, we thought about possible value-adding approaches: **1)** include one junior faculty early career award as a competitive inducement to be competed across JHU schools on an annual basis (\$25-35K). **2)** sponsor an annual research symposium that would link BDP faculty, chaired faculty and research center

directors. To further expand knowledge and awareness of excellence in diverse faculty, scholars from Morgan State University, Howard University and the like would be invited.

Next Steps:

We will continue its collaborative efforts with HCIE to contribute ideas and participation toward the shaping of an FDI 2.0 proposal. Together, the subcommittee and HCIE will assist champion Vice Provost Andrew Douglas and Assistant Provost Larry Williams to implement Faculty Diversity Initiative 2.0 that augments, builds on and extends the efforts and impacts of the original FDI across Johns Hopkins schools.

Lesbian, Gay, Bisexual, Trans, Queer/Questioning (LGBTQ) Inclusion Subcommittee

Subcommittee Chair:

Courtney Resnick, Associate University Registrar, University Student Services, Office of the Registrar

Members:

Demere Woolway, Director LGBTQ Life, University Student Services, Community, Diversity, & Inclusion

Erin Fox, Senior Program Manager, Office of the Provost, Office of Diversity and Inclusion

Objectives:

- Create a field in the student information system that integrates gender identity and pronouns
- Propose three different models for a potential expansion of LGBTQ Life

Approach/Activities:

Our subcommittee is continuing its efforts to increase institutional support to LGBTQ community members via a reconfiguration of LGBTQ Life. We have identified three different structures for the reconfiguration that would increase the capacity of the office. To support the case for an expansion of LGBTQ Life, we reviewed data from previous assessments including needs assessments conducted by LGBTQ Life, the 2019 American Association of Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct, and the 2018 Gallup Survey given to faculty and staff. In addition, we reviewed staffing models from peer institutions to assess structures at different colleges/universities.

To advance our second objective, we have partnered with stakeholders from the Office of the University Registrar, the Office for Institutional Equity (OIE), Student Affairs, Office of General Counsel, and IT@JH to develop an implementation plan for the addition of a gender pronoun field in university systems. After a series of meetings, a business case has been developed and will be presented to the Provost by OIE in an upcoming meeting.

Key Findings:

A review of the initial proposal for LGBTQ Life revealed that although many of the original goals for the office have been realized, several of the strategic or overarching objectives remain unresolved. Through the work of the subcommittee, inadequate capacity was identified as the main reason for lack of movement on goals like such as pursuing grants, collaboration with Baltimore community partners, working closely with faculty and staff, and program review. Due to logistical constraints in the current configuration, the office focuses primarily on the needs and concerns of the students situated at the Homewood Campus.

Reviewing assessments revealed positive outcomes since LGBTQ Life's inception. In 2014, 53% of respondents to an LGBTQ Life assessment said that they thought Hopkins was extremely or

very accepting for LGBTQ people. In 2018, that number was 68%. In 2014, 75% of respondents said that they never or rarely saw messages that were supportive of transgender people. In 2018, that number was 43%. Despite these advances, however, there are gaps that still exist. For instance, the rating of the sense of inclusion of LGBTQ people within academic classes has stayed relatively constant in the past seven years. And far more serious, results of the 2019 American Association of Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct indicate that non-heterosexual students experience sexual misconduct far more than their heterosexual counterparts. Further, 21.2% of transgender, genderqueer, and nonbinary students reported forcible non-consensual sexual contact since entering college.

Less is known about LGBTQ faculty and staff in part because there is no centralized office to support this group and information is collected tangentially on surveys. Results from the 2018 Gallup survey indicated that on average, LGBTQ staff at JH have lower engagement than their heterosexual peers. In 2017, LGBTQ Life led a survey for LGBTQ faculty and staff. Arguably, one of the most distressing findings is that 40% of LGBTQ participants felt that their sexual orientation/gender identities were an obstacle to pursuing a professional goal.

Recently, JH/JHU added the preferred name field to the Student Information Systems (SIS), to allow individuals to add the name they most closely identify with. Following the success of this effort, the subcommittee is advocating developing a field in SIS that would support students' gender and pronouns. The inclusion of pronouns in SIS increases support for trans students, students who fall outside of a gender binary, and students who are genderfluid by recognizing identities outside of the male/female binary.

Recommendations and Next Steps:

Johns Hopkins University is the leading research university domestically, and a global influencer in higher education and medicine. The intellectual community assembled at Johns Hopkins represents some of the most promising scholars, academics, and researchers in the world. All members of this community should feel that they are able to fully contribute to the greater whole as themselves. While great strides have been made in the past seven years to create a more supportive and inclusive environment for our LGBTQ community members, there remains a significant need for additional support.

Our subcommittee recommends an expansion of LGBTQ Life staff and programming. The expansion of LGBTQ Life will allow for advancement on strategic initiatives, an increase in community members served, and provide the resources needed to adequately serve all LGBTQ members of JHU. A unified presence across the institution falls in line with the One University initiative and provide a mechanism for coordinating institutional support for LGBTQ community members.

We have drafted a report, included here as [Appendix E](#), that outlines the need for an expanded LGBTQ Life Office, discusses the anticipated benefits, and proposes three models that range from mild to major investment of resources. At this time, 100% of the staffing and programming expenses for LGBTQ Life are being funded by KSAS and WSE, through funding provided by Homewood Student Affairs. Yet services are being provided to constituents across the institution. In order to strengthen this reach, it will be necessary to provide additional resources.

The committee will continue to participate in the implementation process of the new SIS fields for gender identity and pronouns. If the plan to add a pronoun field in SIS is approved by the Provost, we will begin implementing with relevant offices. Simultaneous to implementation, we will need plan for educating the University community about the importance of pronouns and how they are meaningful to an individual's identity.

Staff Access and Inclusion Subcommittee

Subcommittee Chair:

Stacey Marks, Academic Program Manager, School of Medicine

Subcommittee Co-Chair:

Christine Kavanagh, Assistant Dean for Graduate and Postdoctoral Academic Affairs, Whiting School of Engineering

Members:

Kara Beverly, Equity Compliance Investigator (OIE), University Administration (UA)

Kylie Patterson, Director of Economic Inclusion, Economic Development

Tanya Johnson, Director of Student Services Center, Student Affairs (SAIS/DC)

Marie Polymise-Williams, HR Manager, Sheridan Libraries

Clifton Shambry, Assistant Director of Life Design, Integrative Learning and Life Design

Kathy Forbush, Executive Director HR, Talent Management, UA

Jeannine Heynes, Director of Women and Gender Resources, Homewood Student Affairs

Cherita Hobbs, Executive Director of HR, Health Sciences, East Baltimore Campus

Objectives:

- Collaborate with human resources (HR) to analyze the recruitment and lifecycle for Level 4 URM Senior Staff positions. Rationale – Promote URM diversity at this level to create a pipeline of qualified candidates for Executive Roles (Level 5/6)
- Examine metrics of success as it relates to overall staff retention through recognition and onboarding

Approach/Activities:

- On October 18th, Stacey Marks (subcommittee chair) led a workshop at the DLC Conference entitled: *A Case Analysis: The Journey to Staff Equity, Advancement and Retention*. Approximately 25 conference-goers attended this interactive workshop. The workshop provided a case analysis to explore the journey of ensuring staff access and inclusion across the institution. Facilitators provide an overview of recommendations to leadership from the Diversity Leadership Council – Staff Access and Inclusion Subcommittee. We explored the recommendations and examined perceptions to allow attendees to provide insight for future committee recommendations. Ian Matthew-Clayton, Director of Talent Acquisition co-presented the workshop and shared next steps for hiring to include feedback to examine the internal hiring process and needs for the JHU HR Hiring Tool Kit. Ian continues to be an accountability partner to ensure alignment for our committee recommendations.

The JHU Internal Hiring process is currently under review by an Advisory Group sponsored by JH Human Resources, led by Ian Matthew-Clayton. Ian extended the invitation to include Staff Access committee members, Stacey Marks and Clifton Shambry. The Advisory Group included 17 staff members across the institution. This group met on 4 occasions to examine the internal hiring process, related procedures, and goals. After the final meeting, the DLC Staff committee co-chair served on a smaller work group to summarize the internal hiring process recommendations into a PowerPoint presentation. The committee helped to summarize the internal hiring vision

and mission along with a framework for next steps. The overall vision is to *“Prioritize Career Ready Internal Talent.”* In addition, the committee developed a vision statement that reads, *“Our vision is to foster a culture of hiring internal talent first, and where our staff feels valued and empowered to grow professionally and be their best.”* The presentation also includes newly developed and defined core values to include; *“Transparency, Diversity, Inclusion, Equity, Opportunities, Partnership, Integrity & Accountability.”* The final draft presentation was socialized with numerous stakeholders to include; Johns Hopkins Human Resources Leadership and the DLC Staff Access and Inclusion Sub-Committee. Beginning July 2020, an implementation advisory workgroup will review the framework to development short and long-term goals to begin to redesign the internal hiring process.

- We met with additional external partners to receive input on our committee recommendations to ensure alignment with the university community. External partners included Dr. Sherita Golden, Vice President & Chief Diversity Officer, Johns Hopkins Medicine, who is committed to improving internal hiring across the university and is interested in setting specific URM hiring goals for the School of Medicine (SOM). In June 2019, Dr. Golden announced the creation of a SOM Staff Diversity Council scheduled to begin meeting in 2021. This new staff council demonstrates an important step towards continued accountability. Our future external partnership includes representatives from the Homewood Campus in the Krieger and Whiting schools: Dr. Darlene Saporu, Assistant Dean for Diversity and Inclusion and John Kunz, Director of Human Resources.
- As per our 2019 subcommittee recommendations, the JH Talent Acquisition and HR Talent Management recently collaborated to develop the new training course entitled - *Reducing Unconscious Bias in JHU Recruiting*. Members of our subcommittee were invited to preview the training and provide feedback.
- On June 8th, the subcommittee chairs met with the JH HR leadership team (HRLT) to share recommendations as related to COVID-19 financial decisions as well as the subcommittee’s broader agenda of staff inclusion and retention recommendations. We discussed the recent events of racial injustice across the nation; our committee identified the need for training to assist managers with addressing the employee climate. Staff within our committee observed that immediately following the recent racial protests it felt as though managers were not equipped to address the current climate. JH Human Resources listened to our concerns and led a robust discussion on current and future training for managers. With that, our subcommittee recommends creating training that blends unconscious bias training across the career development curriculum. We strongly recommend building out manager toolkits/modules/workshops for all managers (not just at the point of hiring) that address the importance of building a healthy, inclusive, and encouraging environment for staff. Furthermore, we recommend introductory education and content around institutionalized systematic racism, in the additional context of Hopkins values and commitment. We also recommend training curriculum that includes the following:
 1. How implicit bias and institutionalized racism impacts hiring and managing practices
 2. Constructive (on the ground) tips for managers to use with their staff

3. Resources for continued manager development
4. Communications
5. Conflict resolution
6. Inclusive community building

We identified additional training opportunities and the subcommittee would like to continue to partner with Dr. Sherita Golden in The JHM Office of Diversity, Inclusion and Health Equity to promote the new training entitled - Certified staff Unconscious Bias and Diversity Awareness Facilitator Train the Trainer Program. They are seeking applicants for the Unconscious Bias and Diversity Awareness Facilitator Train the Trainer Program, where facilitators will be trained to deliver unconscious bias and diversity awareness trainings to the colleagues at their entities. **We recommend that the training be offered broadly across the institution.**

- We extended subcommittee meeting invitations to the Black Faculty Staff Association University Engagement Staff Composition Report Working Group (BFSA-WG). Our committees met on 3 occasions to review and collaborate our goals of increasing the hiring of African American staff. During the sessions, BFSA-WG shared their workgroup proposal that includes a framework for supporting robust strategic plans to make an intentional shift that will change the composition of staff and increase the recruitment of African Americans in the managerial and professional positions. Their proposal includes recommendations to document, quantify, analyze and modulate real time diversity efforts for internal promotions or newly hired African American staff. Based on the Staff Composition 2019 Report our committees were able to identify common goals, we found alignment in that there must be strategic goal setting for hiring African Americans in managerial and professional roles. The distribution of African American in the services ranks in 2019 was (75%) and administrative support (42%). However, there are significantly lower percentages in the managerial (15%) and professional (16%) positions. This indicates the need to increase the recruitment of African Americans in the managerial and professional positions. More specifically, our subcommittee recommends setting internal hiring goals to pave the way for promotions for internal staff. By providing career enhancing assistance, current African American talent in the service and administrative support positions will become the internal pipeline for promotion to the managerial and professional ranks.
- In June 2019, our committee attended the Staff Composition Report review meeting facilitated by JH Human Resources. The JH Staff Composition Report is an important tool for decision-making and goal setting. By receiving demographic statistics, our committee will continue to utilize the data to identify gaps and the need for improvements. Furthermore, this data will improve recommendations to enhance accountability and ensure equity and inclusion across the institution.

Key Findings:

- Staff across the institution reveal that the processes of applying for internal positions and/or pursue a promotion in their current roles are inconsistent and lack both standardization and transparency. There is a confusing and almost arbitrary-feeling range of education requirements and salary thresholds, and an uneven flexibility and support towards career advancement (i.e. some staff have revealed that they

experience punitive behaviors for seeking a new position). There also continues to be little evidence of the University creating a consistent, values-driven foundation for setting strategic goals around diversifying leadership positions. We are encouraged by the efforts of the Internal Hiring Advisory Committee and we look to support the next steps for implementing the recommendations. **Leaders at all levels must be committed to create and sustain an environment that values internal hiring by enhancing career development training for staff.** We also realize that there have been limited efforts placed on goal setting for internal promotions. By investing in staff, this will improve the work climate, productivity and retention.

- There is an increased need for **manager training and development to assist with staff career enhancement and the utilization of Success Factor (SF) Performance.** Note: SF is a JHU internal website for career tracking, training and development.
- Staff Composition Reporting Findings and Recommendations:
 - a. Observed need for goal-setting
 - b. Recommending a Dashboard for data
 - c. Data for internal staff promotions or lateral movement
 - d. Identifying disabilities
 - e. Accommodating Gender identity/Intersectionality
 - f. COVID Layoff numbers 2020 updated Staff Composition
- *COVID-19 Financial Implication Communication.* Communication regarding the financial implication of COVID-19 should state that decisions are being made based on set institutional values. These values should be stated with clear directives on how the financial changes may affect those values. Additional financial communications should be sent that invites employee suggestions or feedback (similar to WSE's message). **As it relates to furlough or layoffs, we recommend that all follow up financial communication include JHU Human Resources initiatives to provide internal job opportunities.** By referencing internal employment opportunities, staff will understand that leaders are attempting to pivot their thinking to utilize the employee talents to advance our current mission.
- Our final activity will include proposing a seminar for the DLC Conference for 2020. This seminar will be a continuation of our 2019 seminar entitled: "A Case Analysis: The Journey to Staff Equity, Advancement and Retention." **Our new proposal is entitled: "Designing a diverse staff to create a JHU leadership pipeline: A journey to Staff Equity, Advancement and Retention Part 2".** During this interactive workshop, we will discuss the journey of the subcommittee and the collaborative efforts, along with other key elements to build a diverse staff.

Recommendations and Next Steps:

- **Set goals to improve internal movement of African American staff at Level 3 to promotions to Level 4 (senior staff) that will create a path for developing a pipeline of executive leaders.** With the goal setting, schools must provide data to assess the internal staff career movement. By collecting data, the leaders can continue to set goals

for internal promotions. In revealing the internal movement, the institution can advertise and attract external minority staff.

- **Implement Staff Composition Report enhancements to the data output.** We recommend that a data dashboard be developed that would be public and therefore create transparency.
- **Allocate resources towards enhancing the careers of the JHU staff.** Due to the current funding crisis, JHLT should commitment to an establish timeline to allocate lower cost in-house resources and provide future funding to invest in staff enhancing resources.

Next Steps:

- Continue to set regular meetings with external partnership to include; Talent Acquisition Director for Human Resources, Ian Matthew-Clayton; Dr. Sherita Golden, Vice President & Chief Diversity Officer, Johns Hopkins Medicine; the Black Faculty Staff Association Homewood Caucus; and future external partners in the Krieger and Whiting School. Partnerships that span across schools and locations will build trust and idea-sharing when working to establish best practices that align with recommendations and current goals of the Diversity Roadmap.

Communicate with the DLC

DLC Website	http://web.jhu.edu/dlc/
Facebook	https://www.facebook.com/hopkinsdlc1
Twitter	https://mobile.twitter.com/hopkinsdlc
LinkedIn	https://www.linkedin.com/pub/johns-hopkins-diversity-leadership-council/57/70b/a43
Google+	https://plus.google.com/103979265453600353096/posts
Office of Diversity and Inclusion	(410) 516-6056
DLC Operations Manager, Erin Fox	erinfox@jhu.edu
DLC Co-Chair, Ashley J. Llorens	ashley.llorens@jhuapl.edu

DLC Media Coverage

Diversity Innovation Grants

[Idea Lab funds 11 projects that support diversity, sustainability, and Ten by Twenty goals](#)

Diversity Awards

[Diversity Leadership Award Winners Announced](#)

The 2019-2020 Diversity Leadership Council

Name	Subcommittees	School/Division
Judah Adashi	Community Partnerships	Peabody Institute
Shantel Angstadt	Enhancing the Student Experience	School of Medicine
Kara Beverly	Staff Access & Inclusion	University Administration
Amanda Brown*	Faculty Recruitment & Development*	School of Medicine
James Calvin*	Faculty Recruitment & Development*	Carey Business School
Barbara Detrick*	Collaborating Across Divisions & Institutions*	School of Medicine
Hannah Garcia	Enhancing the Student Experience	Krieger School of Arts and Sciences
Angela Gilmour*	Disability*	Applied Physics Lab
Jeff Gray	Faculty Recruitment & Development	Whiting School of Engineering
Gina Greenidge	Enhancing the Student Experience	Johns Hopkins Health System
Mathison Hall	Collaborating Across Divisions & Institutions	Applied Physics Lab
Lynne Jones	Faculty Recruitment & Development	School of Medicine
Christine Kavanagh	Staff Access & Inclusion	Whiting School of Engineering
Leslie Leathers	Collaborating Across Divisions & Institutions	Homewood Student Affairs
Mindi Levin*	Community Partnerships*	Bloomberg School of Public Health
Ashley Llorens**		Applied Physics Lab
Pedro Lozada Penalva*	Collaborating Across Divisions & Institutions	SAIS
Stacey Marks*	Staff Access & Inclusion	School of Medicine
Corrin McBride Hunt	Enhancing the Student Experience	Center for Talented Youth
Liz Mengel	Collaborating Across Divisions & Institutions	Sheridan Libraries
Princy Parsana	Culture and Bias Training	School of Nursing
Michael Polydefkis		School of Medicine
Courtney Resnick*	LGBTQ Inclusion	Homewood Student Affairs
Clifton Chambry	Staff Access and Inclusion	Homewood Student Affairs
Robbie Shilliam	Faculty Recruitment and Development	Krieger School of Arts and Sciences
Balazs Vagvolgyi	Enhancing the Student Experience	Whiting School of Engineering
Sean Watkins	Community Partnerships	Center for Talented Youth
	Ex-Officio Members	
Cathie Axe	Executive Director, Student Disability Services	Homewood Student Affairs
Megan Barrett	Director of Student Services	School of Nursing
Harolyn Belcher	Co-Director, Center for Diversity in Public Health	Kennedy Krieger Institute
Crystal Burns	Small Business and Supplier Diversity Lead	University Administration
Joseph Colon	Director, Office of Multicultural Affairs	Homewood Student Affairs
Heidi Conway	VP of Human Resources	University Administration
Moses Davis	Associate Dean, D&I, HSA	Homewood Student Affairs
Irene Ferguson	Director Student Enrichment Programs	University Administration

Kathy Forbush	Executive Director HR- Talent Management	University Administration
Erin Fox	Sr. Program Manager, Office of Diversity and Inclusion	University Administration
Joy Gaslevic	Assistant Vice Provost and Title IX Coordinator	University Administration
Sherita Golden	Chief Diversity Officer	Johns Hopkins Health System
Karen Greene	HR Specialist	Applied Physics Lab
Rigoberto Hernandez	Professor, KSAS	Krieger School of Arts and Sciences
Virginia Herring	Director HR Health Sciences	Bloomberg School of Public Health
Jeannine Heynes	Director of Women and Gender Resources	Homewood Student Affairs
Cherita Hobbs	Exec Director HR- Health Sciences	Bloomberg School of Public Health
Aaron Hodikavich	ADA Compliance Officer	University Administration
Keilah Jcques	Center Program Coordinator, SOURCE	Bloomberg School of Public Health
Tanya McMillian (Johnson)	Student Affairs Officer	SAIS
Ian Matthew-Clayton	Executive Director HR, Talent Acquisition	University Administration
Ramin Mojtabei	Professor, BSPH	Bloomberg School of Public Health
Kim Moton	Director DAR Talent Management & HR	University Administration
Kylie Patterson	Director of Economic Inclusion	University Administration
Marie Polymise-Williams	HR Manager, Libraries	Sheridan Libraries
Gloria Ramsey	Associate Dean, Diversity, Equity, and Inclusion	School of Nursing
Noemi Rice	Assistant Dean of Student Affairs, SAIS	SAIS
Darlene Saporu	Asst. Dean of Diversity and Inclusion	Krieger School of Arts and Sciences/ Whiting School of Engineering
Kathy Schnurr	Chaplain, JHU	Homewood Student Affairs
Inez Stewart	SVP, Human Resources	Johns Hopkins Health System
Julie Thomas	Director, HR SOM	School of Medicine
Michael Ward	Associate Dean for Enrollment and Student Affairs	Bloomberg School of Public Health
Demere Woolway	Director of LGBTQ Life	Homewood Student Affairs
** Council Co-Chair	* Subcommittee Chair/Co-Chair	

Appendix A: Diversity Conference Workshops

WORKSHOP SESSION A

A1: Between Black and White: Understanding Latinx Ethnoracial Identity

Presenters: Joseph Colón and Masuma Islam

A2: Unconscious Bias- The Business Case for Diversity and Practical Tools We Can Use

Presenters: Minilla Malhotra, MHA, PHR, SHRM-CP

A3: Inciting Revolution Through the Power of Women's Anger

Presenters: Nairuti Shastry

A4: LGBTQ+ Upstander/Allyship Training

Presenters: Keilah Jacques, MSW; Maneet Kaur, MPH; and Brooke Jarrett, MSPH

A5: Affirming Gender Pronouns

Presenters: Theodore Tinnell

A6: Knowing Yourself, Valuing Others

Presenters: Demere Woolway, PhD

A7: Honoring Baltimore's Community: Experiential Learning Preparing Health Professionals to Work with Diverse Populations

Presenters: Phyllis Sharps, PhD, RN, FAAN; Patty Wilson, PhD, PMHNP, RN; and Derek Dangerfield II, PhD

A8: Moving Beyond Mission Statements: Enhancing the Inclusion of Persons with Disabilities at Johns Hopkins University

Presenters: Bonnielin Swenor, PhD, MPH; Aaron Hodukavich, JD; Cathie Axe, Med; and Terri Massie-Burrell, PhD

WORKSHOP SESSION B

B1: Case Studies & Conversation with the Office of Institutional Equity

Presenter: The Office of Institutional Equity

B2: A Case Analysis: The Journey to Staff Equity, Advancement and Retention

Presenter: Stacey J. Marks and Ian Matthew-Clayton

B3: Johns Hopkins Affinity Groups: Creating Change Through Grassroots Efforts

Presenters: Sabrina Epstein, Kendall Free, Wilson Lamy, Liz A. Skeritt, Clifton E. Shambry, and Calvin L. Smith

B4: Unconscious Bias- The Business Case for Diversity and Practical Tools We Can Use

Presenter: Minilla Malhotra, MHA, PHR, SHRM-CP

B5: Knowing Yourself, Valuing Others

Presenters: Demere Woolway, PhD

B6: Can you believe it!?

Presenters: Kathy Schnurr and Maeba Jonas

B7: Neurodiversity 101

Presenters: Meredith Nicholson, MSPH

B8: Transgender Inclusion

Presenters: Sabrina Scarborough and Dariel Peay

WORKSHOP SESSION C

C1: Diversifying Physicians in Medicine: Methods for the Recruitment and Retention of URM Physicians

Presenters: Agnes Usoro, MD and Meron Hirpa, MD

C2: MicroTriggers

Presenter: Ivy Planning Group

C3: Building an Inclusive Culture, One Brian at a Time

Presenters: Kristopher Bell

C4: Creating an Inclusive Classroom

Presenters: Mike Reese and Amy Brusini

Appendix B: Diversity Leadership Award Winners

Aaron DeLong

Senior Electrical Engineer

Applied Physics Laboratory

Aaron is an integral part of the Applied Physics Laboratory (APL), and a leader in the Allies in the Workplace ERG. As part of Aaron's work with Allies in the Workplace, he led a lab-wide effort to better understand the needs of non-binary and transgender staff. Through administering an anonymous survey and analyzing the results, Aaron developed a new training program for line managers with the goal of expanding situational awareness for issues impacting transgender and nonbinary staff members. Line supervisors are encouraged to ask questions and work through case studies during the training, providing a space to practice applying their training before applying their new skills in the workplace. The training has been implemented in the majority of APL's departments, with plans to extend it to section supervisors soon.

Bonnielin Swenor, M.P.H., PhD

Associate Professor, Ophthalmology and Epidemiology

Wilmer Eye Institute and Bloomberg School of Public Health

Dr. Bonnie Swenor prioritizes inclusion consistently in her approach to her work, considering strategies increase accessible proactively. Dr. Swenor is in collaboration with Student Disability Services, and a number of student organizations, including Student Disability Justice and Advocates for Disability Awareness to create a university wide Disability Health Coalition with the aim of building a network of people with disabilities and allies to focus on common efforts. As part of this process, Dr. Swenor applied for and received a 10x20 Grant to support the Disability Health Coalition and programming to highlight the 30th anniversary of the ADA. Dr. Swenor is currently in the process of establishing a Disability Health Research Center to examine health related experiences and outcome disparities for people with disabilities. Dr. Swenor's ability to engage multiple stakeholders and channel their energies into effective outcomes is a testament to her leadership and commitment to diversity and inclusion.

Jessica Marie Johnson, PhD

Assistant Professor

Department of History

Dr. Jessica Marie Johnson has spent her scholarly career creating inclusive and interdisciplinary spaces that allow for exploration of history from multiple vantage points. Dr. Johnson has been instrumental in developing programming and curriculum related to race, blackness, and gender; leading to the creation of a Black Code Studies course in collaboration with Duke University, the first of its kind at Johns Hopkins. In addition to developing the Black Code Studies course, Dr. Johnson collaborated with scholars at Michigan State University to develop and co-host Black World, another first of its kind seminar series for graduate students across history, philosophy, public health, history of medicine, English, and other disciplines. In all of her work Dr. Johnson creates inclusive and collaborative environments, encouraging students to engage cutting edge scholarship and exposing them to opportunities for advancement.

Anna Moyer
PhD Candidate, Human Genetics
School of Medicine

Anna's efforts to advocate for disability awareness are far reaching, bringing together stakeholders from across Johns Hopkins. In the past year Anna mapped out plans to apply for both 10x20 funding and a Diversity Innovation Grant (DIG). Anna worked in partnership on both effort; with a faculty member and Student Disability Services staff on the 10x20 award and with fellow graduate student and graduate and undergraduate student organizations on the DIG award. The efforts Anna spearheaded through the 10x20 and DIG awards are far reaching and include: organizing a series of events to raise awareness of the impact of the Americans with Disabilities Act, serving as lead organizer of the initial event in the 2020 Equal Access in Science and Medicine lecture series, and producing awareness materials with positive messages about disability. Anna's collaborative nature and foundation building ensure her efforts will have a lasting impact on the culture around disability at Hopkins.

Gillian Wood
Licensed Clinical Supervisor – Bilingual
Johns Hopkins Bayview Medical Center

Gillian is a consistent advocate for our students and families within the School Based Mental Health Program at Johns Hopkins Bayview Medical Center (JHBMC). In the past 10 years Gillian has shown unwavering dedication to providing high quality clinical services to those who do not speak English as first language. Gillian's work with Patterson High School and their students from the International Rescue Committee (IRC) is a concrete example of her commitment to support diversity and inclusion in the schools. Through her work, Gillian recognized a gap between the need for bilingual mental health services and the availability of those services. In order to increase bilingual therapist capacity within the school program, Gillian developed the Paso A Paso learning program for staff. Since the development of the Paso A Paso program, several staff members have passed examinations to become recognized as bilingual therapists, and Gillian herself is now recognized as a bilingual Clinical Supervisor.

Jeff Greer
Business Solution Analyst
IT@JH

Jeff's role in IT@JH has afforded him the opportunity to make an impact on diversity and inclusion at Johns Hopkins, and he has embraced it. Jeff previously led the Chosen Name project, a project that allowed JH community members to go by a name that may not be their legal name, usually as a nickname, as an Americanized/Westernized name, or to reflect their gender. Jeff's involvement brought clarity and focus to a project beleaguered with technical and legal issues. Jeff managed a large volume of information while improving project systems and bringing stakeholders together. Jeff has brought this talent to his current work on an effort to better recognize pronouns and gender identity in JH systems. Jeff's allyship is not only expressed behind the scenes. Jeff has sought out opportunities to be an ally through Safe Zone training and other ways to contribute to the JH community.

Kamna Balhara, MD and Nathan Irvin, MD
Assistant Professors, Emergency Medicine
School of Medicine

Drs. Balhara and Irvin developed the Health Humanities (HH) program as a component of medical education and patient care with the aim of “improving the delivery of patient-centered care based on cultural humility.” The HH program is a year-long interdisciplinary curriculum that combines art, literature, and community engagement to inspire reflection on the social determinates of health. Participation in a speaker series, field trips, and small group work, provides residents the opportunity to broaden the healthcare narrative, incorporating voices and perspectives that may typically be omitted from conversations around healthcare. Dr. Balhara and Dr. Irvin built the HH program, in conjunction with Emergency Medicine leadership, to improve the delivery of medical services to the surrounding community. Their work highlights the importance of employing a multimodal strategy in order to incorporate viewpoints that might have otherwise been inaccessible.

Mannat Malik
Senior Research Program Coordinator
Bloomberg School of Public Health

As a Senior Research Program Coordinator in the Department of Epidemiology, Mannat has made an impact on diversity and inclusion through coordinating research focused on the health of LGBTQ populations throughout the United States and by impacting the composition of the Department of Epidemiology. Mannat has advocated hiring folks from the LGBTQ community as part of her work. By fostering community connections, Mannat has built program capacity and enhanced the diversity of the Department of Epidemiology through these hires. Recognizing that people of color, especially trans and queer people of color, can face discrimination and disparity in the workplace Mannat has shown allyship time and time again. One example of this allyship occurred when one of her trans colleagues was harassed by a stranger on the Johns Hopkins Medical Institute (JHMI) campus. Mannat displayed bystander awareness by attending to her colleague, helping them to safely walk to the shuttle stop and waiting with them until they were picked up. A security officer was in the vicinity, but did not intervene despite the prolonged verbal attack against this Hopkins employee. Mannat reported the incident and ensured that the head of the security developed a response from security if this type of situation occurred in the future.

Susana Ferradas
Staff Psychologist
Counseling Center

Within the Counseling Center, Susana was an active member of the Counseling Center Diversity Committee and spearheaded several brown bag trainings for staff. Most notable is her leadership in creating and co-facilitating the Multicultural Seminar for our Doctoral Psychology interns. Dr. Ferradas revitalized this existing seminar and it is to her credit that the Seminar is being offered in its current iteration. Not only does the Multicultural Seminar prepare interns to engage in Since Dr. Ferradas took over the Multicultural Seminar, interns over the last few years have been unanimous in considering the Seminar to be a highlight of their training. Her contributions in the areas of social justice and diversity are not limited to just the University but is a gift to the larger community as well.

Group Awards

The Center for Educational Resources (CER)

The Center for Educational Resources (CER) is the instructional innovation team on the Homewood campus. The CER offers a number of workshops, developed by a diverse staff, for faculty, post-docs, and graduate students across Johns Hopkins, with inclusivity as a priority. Most recently the CER's Teaching Academy hosted a Culturally Responsive Teaching Series, facilitated by colleagues from the Community College of Baltimore County (CCBC). The CER developed its first Inclusive Pedagogy workshop with Prof. Karen Fleming, the 2019 winner of the Provost's Prize for Faculty Excellence in Diversity. In addition to offering workshops, the CER hosts valuable conversations on relevant topics like Accommodating Students with Disabilities and Teaching Tips for International Students. The efforts of the CER contribute directly to creating an inclusive and accessible environment at Johns Hopkins.

Generation Tomorrow: Summer Health Disparities Scholars

The program is a 10-week summer program for undergraduate students interested in HIV and/or hepatitis C virus (HCV) health disparities and their intersection with substance use (addiction and overdose), violence, mental health, and the social determinants of health. The program offers mentorship and training in HIV/HCV education, testing, and counseling; health disparities, cultural competence, and harm reduction. Through a lecture series, the program explores the intersection of HIV and/or HCV health disparities with the areas defined above. This program has a special focus on undergraduate students that are underrepresented in nursing, public health, and medicine with an emphasis on FLI students.

Applied Physics Laboratory Veterans Club Founding Executive Board

The Applied Physics Laboratory (APL) Veterans Club seeks to represent and further the interests and concerns of APL's Veteran population and provide a forum to enhance and facilitate benefit both to the Veteran and APL. Founded in 2016, the club supports and represent APL's veterans by fostering a sense of community and has gone on to develop a number of initiatives to support veterans working at APL, including the Military Information Training Series (MITS), a series of presentations that explained basic terms and information to non-veterans at the lab. MITS was designed to create understanding and inclusion between APL non-veterans and veterans, and to increase APL staff members understanding of their sponsors.

The Johns Hopkins School of Medicine House Staff Diversity Council

The House Staff Diversity Council at the Johns Hopkins School of Medicine (SOM) participates in a number of high impact activities around diversity and inclusion at SOM. The House Staff Diversity Council creates opportunities for social engagement of URM residents, building a sense of community, trust and friendship. In addition to facilitating Under Represented in Medicine (URM) monthly meetings, the House Staff Diversity Council takes part in community service projects, including the “One Day Medical School” an event for 50 area high school students that included a panel discussion and simulation events immediately applicable to the students’ lives. This year the House Staff Diversity Council also participated in the inaugural institution-wide Second Look Weekend, inviting 49 URM 4th year medical students to come back to campus. The event included social events, resident and faculty panels, and a historical bus tour of Baltimore.

Appendix C: DRAFT Guidelines for Collaboration between the DLC and the DDCs at Johns Hopkins

1. D&I Organizational Chart and Divisional Diversity Council (DDC) Directory:

- a. Led by the Office of Diversity and Inclusion (ODI), the DLC will maintain the currently designed organizational flow chart identifying key stakeholders and D&I councils across 10 entities of JHU.
- b. On an annual basis, DLC members will work with the ODI to update the Directory of DDC's contacts and organizations. This information could be made available as described on the Website section below.

2. DLC-DDC Communication:

- a. Establish a formal communication partnership between the DLC and at least one member of each existing DDC.
- b. Even if not all DDCs have representation on the DLC, a member of each DDC will be invited to the annual DLC retreat.
- c. Communication between the DLC and the DDCs may be accomplished by formalizing a reporting and feedback mechanism between each DDC and the DLC/ODI. This may not mean the creation of a DLC subcommittee, but rather assigning a working group of DLC liaisons to report activities of the council to a particular DDC at their JHU entity and collecting feedback from the DDCs to the DLC.
- d. On an annual basis, DLC members will exchange goals with the DDCs and identify initiatives of overlap and synergy.
- e. On a quarterly basis, the DDC's will contact ODI (or their DLC liaisons) to promote events and cross-training opportunities available to the JHU community.
- f. When the DLC gathers at distinct JHU campuses, DDC representatives will be invited to provide a report on their activities to the DLC. DDC representatives will be encouraged to bring an officer from one or two Affinity or other D&I related groups in their division to these presentations/reports.
- g. Once a year, to ensure continued communication and collaboration with the DDCs, the DDC's leadership and DLC representatives will host an annual meeting around the JHU Annual Diversity and Inclusion Meeting (usually in October) to discuss specific ideas or areas for collaboration.

3. Website Presence:

- a. The DLC will post its member directory with the DLC homepage, and the DDCs and JHU community at-large will have access to and ability to link their own directory, and events to webpage.

- b. The DLC will create an interactive, graphical organizational map of the JHU/M Enterprise D&I and Affinity group organizations on a webpage linked to the DLC's webpage. This map will provide basic descriptions, contact information, and links to all listed organizations and will be updated annually. All JHU/M Enterprise D&I and Affinity group organizations will be encouraged to include a link to this site on their respective sites.

4. Programming:

- a. Through ODI and through formal meetings with the DLC and the DDCs, D&I leaders will explore and foster opportunities for collaborative grant proposals in the future, e.g. modeled after the DIG/Idea Lab Grants.
- b. Other programming opportunities to enhance collaboration across campus may include, but not be limited to: rotating co-hosts of DLC Annual Conference, replicating the Safe Zone Training Model for other topics (e.g. 1st generation students); continue Race on America forums on each campus; circuit speakers across campus; establishing a JHU D&I YouTube Channel.

Appendix D: GRExit: The Case for Eliminating the GRE

Johns Hopkins University is deeply committed to diversity. To quote President Daniels and Provost Kumar in the *Roadmap on Diversity and Inclusion*, “Diversity of people, thought, experience, and background is fundamental to the mission of this university.” As the leader in university research spending in the United States, this institution recognizes the value that graduate students provide in tackling some of the world’s toughest research problems. However, as of 2019, only 24% of Engineering PhD students identified as female and 5% as an underrepresented minority¹. To maintain its position as a global leader in research, JHU must improve the diversity of the graduate student population. One method of furthering this objective is to re-examine the value of the Graduate Record Examinations (GRE) as a metric for graduate school admissions at Johns Hopkins University.

Since its introduction in 1949, the use of the GRE as an admissions standard has systematically filtered out women and minorities from higher education. The GRE, like most standardized tests, is a better predictor of wealth, race, and gender than of academic preparation or intellectual ability. In a column published in the journal *Nature*, Professors Miller and Stassun reported that women score 80 points lower on average in the physical sciences exams than men, and African Americans score 200 points lower than white Americans [1]. The question then arises: are these students unprepared for the academic rigors of a PhD in STEM? The research shows otherwise [2]–[4].

¹ Underrepresented minority (URM), following IPEDs definitions, includes U.S. citizens or green card holders who are from racial or ethnic groups that have been traditionally underrepresented within higher education: Hispanic, Black or African-American, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islander students.

For example, work published by Moneta-Koehler et. al looking at nearly 500 life sciences students at Vanderbilt University reported that while the GRE predicted high first semester course grades, no correlation was found between higher GRE scores and reduced time-to-degree, number of publications or passing of qualifying exams. A 2019 study of Physics students determined that GRE scores failed to predict doctoral completion [5].

The Fisk-Vanderbilt Bridge Program exemplifies an alternative method of evaluating potential graduate students by using a holistic admissions approach and de-emphasizing the GRE. As an essential part of the admissions process, students are interviewed to evaluate commitment to research, research and leadership experiences, among other factors [6], [7]. The inaugural class matriculated in 2004 and by 2010, 60% of the participants were female and the majority were URM students [8]. Since then, the program has produced 29 PhD graduates in Physics, Astronomy, and Materials Science and boasts an over 80% retention rate to the PhD [8]. Their students have published numerous manuscripts, including the first astronomy paper in *Nature* with an African American female as first author. Retrospectively analyzing their student cohort, they found that 85% of these students would have been eliminated from consideration for PhD programs that had a quantitative cut-off score of 700.

Studies demonstrate that the GRE discriminates against the socioeconomically disadvantaged [1], [9]. According to Peter Sacks in *Change: The Magazine of Higher Learning*, the ETS – the maker of the exam– self-reported that GRE test scores are highly associated with parental income and education levels [9]. The exorbitant cost of the test and associated expenses can also be prohibitive for less privileged, but undoubtedly qualified, students. For example, the GRE registration fee is \$205, and that does not include test preparation (a typical course is \$400) or the fees to send scores to your preferred institutions (\$27 each after the first four). Additionally, exams are often only offered in major metropolitan areas, and many

students travel and lodge overnight to take the exam. If a prospective student takes the exam more than once and sends a composite score of best attempts, the cost is an additional \$150. These expenses add up to a significant sum for students who are already socioeconomically disadvantaged and potentially deep in student loan debt. There may be an untapped pool of academically prepared students whose applications would never be seen by an admissions committee because the expense deters them from submitting applications.

Many of Hopkins' academic peers and national funding agencies have dismissed the GRE as a metric to evaluate programs for ranking and students for admissions. For example, reporting of GRE scores is no longer required for the NSF Graduate Research Fellowship Program application (since 2010), or by the NIH for T32 grants or F30 and F31 fellowship applications (since 2015). These changes have encouraged biomedical programs here at JHU to eliminate the GRE requirement. The results of this decision have been promising. For example, the graduate program of Cellular and Molecular Medicine at JHUSOM reported an increase in total number of applications by 43% after abolishing the exam requirement in 2018. They also observed an increase in the first-year GPA of matriculating students from 3.52 to 3.75. In the 2019-2020 application cycle, 50% of the life sciences programs at the 50 top-ranked U.S. research universities did not require the GRE, programs that include Harvard University, Columbia University, and Mayo Clinic [10]. Engineering programs across the country, unfortunately, have been more recalcitrant and the GRE is still required at many peer institutions, except in the Department of Electrical Engineering and Computer Science at MIT. However, Hopkins could emerge as the leader among our peers in increasing diversity among graduate students by removing the GRE requirement.

The use of the GRE score as a factor to rank programs by the U.S. News and World Report (USNWR) is a notable hindrance to the elimination of the test score requirement for many universities. However, since the data convincingly shows that there is weak correlation between the exam and success in graduate school, and the test contributes to sustained inequality in graduate education, why is the USNWR still using the exam to evaluate a program's merit? We propose that the Diversity Leadership Council champions the effort of

persuading the USNWR to eliminate the GRE from the calculation of rankings. By partnering with the Council of Graduate Schools on this matter, we would present a much stronger position when challenging the U.S. News and World Report.

As a nation and community, we are currently confronting the existence of systemic inequalities and ways in which they are manifested and perpetuated. Eliminating the GRE is one small, but concrete and meaningful step this institution can take to fulfill its core commitment to equality and inclusion. Such a measure would improve the diversity of the graduate student population. It would also serve to empower an assorted group of thinkers and researchers who have been historically excluded from graduate education, but who have the potential, with the training they receive here, to tackle some of the world's most pressing challenges.

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Appendix E: A Proposal for Expanding LGBTQ Life at JHU

Executive Summary

The office of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Life at Johns Hopkins University (JHU) was established in the Fall of 2013, after a proposal from the Diversity Leadership Council (DLC) for an LGBTQ Resource Center to support JHU LGBTQ faculty, students, staff, and their allies. LGBTQ Life operates with the mission to “provide support, education, and advocacy around LGBTQ issues to members of the Hopkins community.” The office provides a central networking place for LGBTQ people and their allies. In collaboration with our many campus partners, we are working towards making Hopkins a safer and more inclusive place for people of all sexual orientations and gender identities.

In fall of 2013, the first full-time director of LGBTQ Life was hired. Since then, the office has expanded in terms of scope and scale. It has moved from a single office into a suite with a kitchen and lounge area. The office is used for a variety of purposes, including casual information finding, quiet studying, and intentional meetings. In addition to the LGBTQ Life director, the office is staffed by four undergraduate student interns. In fall 2019, a graduate assistant was hired using funds from the budget for the Associate Dean for Diversity and Inclusion for the Homewood campus. The office is also supported by more than 75 volunteers in a variety of capacities.

Demands for programming have gone up over the time of the office’s existence. Attendance at Safe Zone trainings have increased – from 262 participants in 2013-2014 to 499 participants in 2019-2020. From June 2019 – May 2020, we trained 499 people in 31 sessions held across the Hopkins community. We support seven identity-specific meet-ups, intersectionality programs, the Peer Mentor program, and various ad hoc educational sessions. One of our signature events is Lavender Celebration, which honored 36 graduating students in May 2020. In creating this office, Johns Hopkins University recognized the need to provide institutional support for the JHU queer community to combat the marginalization and discrimination many members of these communities face. LGBTQ Life help to mitigate these pressures by providing support and advocacy on an individual basis, providing training on issues pertinent to LGBTQ communities at JHU, and leading initiatives to enhance awareness around issues impacting the LGBTQ communities at JHU.

As it stands, LGBTQ Life has made a measurable impact since its founding. However, despite these advancements, it is clear in its current configuration, LGBTQ Life is unable to adequately serve the entirety of the JHU community. The office is largely focused on the Homewood undergraduate student constituency, due in part to its location on the Homewood Campus and being funded as a part of Homewood Student Affairs. However, the resources provided by the office are often inaccessible to graduate and doctoral students, and more generally, by students located in the Schools of Medicine, Public Health, and Nursing. Likewise, the services of LGBTQ Life are more accessible to staff and faculty located on the Homewood Campus.

In a survey from February – March of 2020 conducted by the LGBTQ Inclusion subcommittee, the disparity in services between the Homewood divisions and other divisions at JHU was evident. When asked about barriers that have prevented respondents from accessing services offered through LGBTQ Life, individuals indicated the Homewood-centric approach was prohibitive. For instance, a master's student at the School of Nursing indicated, "I have not really fully utilized the resources offered by the LGBTQ Life.... It feels like it's only catered for the undergraduates" A staff member at Carey Business School indicated "There seems to be little programming at the Carey Campus." Similarly, a faculty member at the School of Medicine said, "I work in East Baltimore. Going to Homewood during working hours is challenging." An employee at the Applied Physics Laboratory (APL) stated, "Working at APL I don't really feel like the programs housed on Johns Hopkins university campus are for me." Finally, a suggestion by a faculty member from the School of Education clearly illustrates the divide: "Branch out to all campuses. LGBTQ is not just on Homewood campus."

Together, these experiences point to uneven experience for students, faculty, and staff at JHU depending on your affiliated division. In order to provide the highest quality services to all members of the JHU community it is critical that LGBTQ Life broadens its purview and augments its structure to meet the needs of the expanding and dynamic queer communities that comprise the faculty, staff, and students at JHU. This document outlines three models that would allow for expansion of the resources available for LGBTQ people and their allies at JHU.

Introduction

This proposal to fortify and expand LGBTQ Life is presented by the LGBTQ Inclusion Subcommittee in conjunction with faculty, student, and staff stakeholders and groups across the institution.

Since its inception LGBTQ Life has served two functions: it serves as an embodiment of the institutional support JHU provides to LGBTQ faculty, students, staff and their allies as well as providing tangible services to the LGBTQ communities and individuals at JHU. As members of LGBTQ communities face discrimination, marginalization, and outright violence, LGBTQ Life is a critical asset for those in the JHU community who require their resources and guidance.

Over the past seven years, it has become apparent that additional resources are required to provide support and advocacy across the institution. In order to remain a leader in diversity and inclusion it is crucial that LGBTQ Life has the resources and structure necessary to execute this vision.

Background

The original vision for the LGBTQ Resource Center, as proposed by the DLC committee in 2012, was to serve as a hub for LGBTQ faculty, students, and staff across the institution. In its original conception the Director of the LGBTQ Resource Center would provide a framework, with an advisory board, to select issues and priorities for the center. In the first five years it was envisioned that the LGBTQ Resource Center would enact programming that "bridges the gaps between faculty, staff, students, and administration," develop a virtual center for collaboration, provide institution wide Ally and Safe Zone training, and establish a physical location to meet with stakeholders and constituents.

In the seven years since the establishment of LGBTQ Life many of the goals outlined in the original proposal have been realized. The physical location of the program is a place where both community gatherings and one-on-one interactions can take place. The office has provided over 225 Safe Zone trainings for over 3000 members of the JH community, led cross-campus initiatives like Show Your Love and the Gaypril Networking Social to create a One Hopkins experience, and advocated for inclusion through chosen name systems, gender inclusive housing, and all-gender restrooms.

LGBTQ Life serves a large number of people, both straight cisgender allies as well as LGBTQ individuals. While we do not have a clear count of the number of LGBTQ students at JH, various platforms provide for an approximation. The 2019 Enrolled Student Survey indicates that 17.2% of Homewood undergraduates identify as gay, lesbian, bisexual, or some other non-heterosexual sexual orientation. An additional 2.2% are unsure of their sexual orientation. The 2016 Task Force on Student Mental Health and Wellbeing Survey suggests that across all divisions, 12.8% (N=315) of participants identified as LGBTQ. This would suggest that at least 3,500 students at JHU identify as members of this community. For staff and faculty, the 2018 Gallup poll suggests that about 10% of staff and faculty identify as something other than heterosexual, and about 1% of staff and faculty identify as something other than cisgender.

Assessments of students at JH point to positive changes in the time of LGBTQ Life's existence. In 2014, 53% of respondents to an LGBTQ Life assessment said that they thought Hopkins was extremely or very accepting for LGBTQ people. In 2018, that number was 68%. In 2014, 75% of respondents said that they never or rarely saw messages that were supportive of transgender people. In 2018, that number was 43%. However, there are still areas of growth. In that time, perceptions of the climate for LGBTQ people within classroom setting has not improved. Additionally, students still report issues of verbal harassment and in some cases violence due to their identities. Comparing past and current climate assessments show increases in how students rate the overall sense of inclusion for LGBTQ people as well as the sense of inclusion for transgender people. However, the rating of the sense of inclusion of LGBTQ people within academic classes has stayed relatively constant in the past seven years. The fall 2018 needs assessment also showed the following:

- 63% of participants rated Hopkins as very or extremely accepting for LGBTQ people.
- 43% never or rarely saw mentions of transgender support.
- 23% of participants said they often or always saw positive depictions of LGBTQ identities in the classroom.
- 54% of LGBTQ participants said they often or always feel that they belong at Hopkins.
- 24% of LGBTQ participants had experienced verbal harassment due to their identities in the past semester.
- 49% of LGBTQ participants were not out to a single staff or faculty member at Hopkins.

There are unique needs related to sexual misconduct for LGBTQ individuals. In spring 2019, Johns Hopkins participated as one of 33 schools in the 2019 American Association of Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct, a quantitative survey of students' experiences of sexual misconduct and campus climate. About 28.4% (N=4,084) of students across all divisions took the survey. Of this number, 18.8% (N=762) identified as gay, lesbian, or some other non-

heterosexual sexual orientation. 1.5% (N= 62) of participants identified as transgender, genderqueer, or non-binary (TGQN). When weighted to account for non-responses, these numbers are slightly smaller.

With respect to non-consensual sexual contact, non-heterosexual students had a prevalence rate of 16.6% and heterosexual students had a rate of 7.4%, a difference that is statistically significant. Among gay undergraduate men, 23.6% reported forcible non-consensual sexual contact. 21.2% of TGQN students reported forcible non-consensual sexual contact since entering college, a rate that is comparable to that experienced by cisgender undergraduate women. For harassing behavior, heterosexual students had a rate of 33.4% and non-heterosexual students a rate of 55.4%, which is a statistically significant difference.

There is less information overall about the needs of LGBTQ staff and faculty. The Gallup survey in 2018 indicates that on average, LGBTQ staff at JH have lower engagement than their heterosexual peers. In 2017, LGBTQ Life led a survey for LGBTQ staff and faculty and learned the following:

- 62% of LGBTQ participants said they were out to most or all their coworkers, while 5 participants (7%) were not out to any coworkers.
- 27% of LGBTQ participants were not out to any students.
- 40% of LGBTQ participants felt that their sexual orientation/gender identities were an obstacle to pursuing a professional goal.

Review of Peer Institutions

In order to assess the staffing structures for LGBTQ Life at peer institutions, data were compiled for 23 schools, including Johns Hopkins. As the purpose of this report is to request additional support for JH's LGBTQ Life, the number of staff at each institution's LGBTQ Life (or similarly named office) was recorded. Data were collected by reviewing peer institutions' websites and of the 23 schools reviewed, 18 had transparent information about the number of dedicated LGBTQ student life professionals. Of these 18 schools, one school has five LGBTQ professionals (5.6%), three schools have four LGBTQ professionals (16.7%), three schools have three LGBTQ professionals (16.7%), seven schools have two LGBTQ professionals (38.9%), and four schools have one LGBTQ professional (22.2%). To put it another way, 14 out of 18 schools (77.8%) have more than one professional staff member dedicated to LGBTQ student services. Of the four schools that only have one professional, Johns Hopkins has by far the highest total number of students enrolled (26,402). The other institutions with one staff member have total populations of 2,233, 11,520, and 16,445 ($M = 10,066$). Additional information about other institutions' staffing can be found in Table 1 below.

Table 1: Peer Institutions' LGBTQ Student Life Professional Staff

Institution	Dedicated LGBTQ Staff	Total Number of Dedicated LGBTQ Staff	Total Student Population
California Institute of Technology	1 Associate Director	1	2,233
Dartmouth College	1 Assistant Dean of Pluralism and Leadership, 1 Program Coordinator	2	6,608

Rice University	Could not find information about Student Life on website	N/A	7,124
Princeton University	1 Director and 1 Coordinator	2	8,623
Brown University	1 Director, 1 Assistant Director, 1 Graduate Coordinator	3	10,257
Massachusetts Institute of Technology	1 Associate Director	1	11,520
University of Notre Dame	1 Director, 2 Assistant Directors (1 specific for LGBTQ initiatives and administration), 2 Program Coordinators	5	12,292
Vanderbilt University	1 Director, 1 Assistant director, 1 Program Coordinator	3	13,131
Yale University	1 Director, 1 Associate Director, 1 Assistant Director, and 1 Graduate Programs Coordinator	4	13,433
Carnegie Mellon University	N/A (CMU has a Center for Student Diversity & Inclusion, but does not seem to have dedicated LGBTQ+ professionals)	N/A	14,799
Washington University in St. Louis	No information about LGBTQ+ specific staff. Student Affairs has 368 staff employees	N/A	15,045
Emory University	1 Director, 1 Assistant Director, 1 Program Coordinator	3	15,451
Duke University	1 Director, 1 Assistant Director, 1 Office Coordinator, 1 Student Development Coordinator	4	15,892
University of Chicago	1 Director	1	16,445
Stanford University	Two directors (it's unclear if they're the only staff)	2	17,249

Georgetown University	1 Director, 1 Assistant Director	2	19,005
Harvard University	1 Director and 1 Assistant Director	2	19,819
Northwestern University	No specific information about the Gender and Sexuality Resource Center. Multicultural Student Affairs has 1 Director, 2 Associate Directors, 2 Administrative Assistants, 3 Assistant Directors	N/A	21,208
University of Pennsylvania	1 Director, 1 Associate Director, 1 Administrator, 1 Mechanic	4	22,376
Cornell University	1 Associate Dean and Director, 1 Assistant Director	2	24,027
Johns Hopkins University	1 Director	1	26,402
Columbia University	LGBTQ Life is under Multicultural Affairs, which has six staff members, but it is hard to determine how LGBTQ support is allocated.	N/A	33,032
University of California, Berkeley	2 Directors	2	43,204

Statement of Need and Anticipated Benefits

Johns Hopkins University is the leading research university domestically, and a global influencer in higher education and medicine. The intellectual community assembled at Johns Hopkins represents some of the most promising scholars, academics, and researchers in the world. All members of this community should feel that they are able to fully contribute to the greater whole as themselves. While great strides have been made in the past seven years to create a more supportive and inclusive environment for our LGBTQ community members, there remains a significant need for additional support.

The original proposal for the LGBTQ Resource Center focused not only on students, but also faculty and staff. The current configuration of the LGBTQ Life limits the ability of staff to provide robust services for faculty, staff, and graduate students. As faculty support was directly tied to faculty retention in the

original proposal this remains a critical goal for Johns Hopkins. In order to attract the best academic talent, both instructor and student, it is essential to have resources represent the diversity of our students and the communities we serve.

Many faculty, staff, and graduate students face similar obstacles as undergraduate students with regards to marginalization and discrimination, barriers that can be compounded when the individual is multiply marginalized by race, SES, disability, and other facets of identity. By creating an environment wherein accessing services is uncomplicated, Johns Hopkins is increasing our ability to nurture talent across our community.

In addition to providing advocacy and support to other elements of the Johns Hopkins community, strengthening LGBTQ Life will allow for increased collaboration and communication between existing affinity groups. Currently, LGBTQ Life staff is focused on the primary goals set forth in the original LGBTQ Resource Center proposal. As LGBTQ Life is charged with serving faculty, staff, and students across the institution, there is limited capacity to pursue broader goals such as coordinating affinity groups, developing relationships with corporate and local partners, and pursuing grant funding for programming.

Proposed Structures

In order to provide adequate support and service to LGBTQ individuals and communities, it is necessary for LGBTQ Life to undergo further investment in terms of staffing and resources. To that end, the LGBTQ Inclusion subcommittee has developed 3 models that will allow for a greater depth and breadth of services.

We recognize that these structures will involve an investment of resources. At this time, 100% of the staffing and programming expenses for LGBTQ Life are being funded by KSAS and WSE, through funding provided by Homewood Student Affairs. Yet services are being provided to constituents across the institution. In order to strengthen this reach, it will be necessary to provide additional resources.

Major Investment

The first model will suitably address the current gaps in programming, while providing a platform for LGBTQ Life to expand services, partnerships, and collaboration across the institution. The full investment model includes the full-time existing position of Director of LGBTQ Life who will continue to operate in a university-wide capacity with specific responsibilities for KSAS, WSE, and SOE. In addition to the Director, this model envisions a full-time assistant director who will be responsible for LGBTQ services at the medical schools on the East Baltimore campus. A 50% FTE will be responsible for LGBTQ services at Carey and SAIS. Finally, an administrative position would coordinate the scheduling of educational events, manage budgets, and manage communications. The roles would work together on university-wide programming, education, and policy.

This model addresses a number of current gaps in service, particularly the need for programming and education that is responsive to the unique needs of graduate students. This will address the current disparities among the different campuses, ensure shared investment in LGBTQ inclusion across the institution, and help move us closer to a “One University” experience.

Moderate Investment

The second model involves less investment but holds the potential to still provide additional resources. In this model, we would hire an assistant director of LGBTQ Life who would be primarily responsible for the SOM, SPH, and SON in East Baltimore as well as Carey in Harbor East. The Director of LGBTQ Life would continue to operate in a university-wide capacity with specific responsibilities for KSAS, WSE, SOE, and SAIS. The two positions would work together on shared programs, educational events, and policy.

Although this model is not as robust as the major investment model, it addresses some of the gaps in service and allows for more campus-specific engagement.

Minor Investment

The final provides a framework to ensure that LGBTQ inclusion is enhanced while requiring minimal additional investment of funds. In this model, existing diversity and inclusion staff housed within the different schools will work with LGBTQ Life to intentionally incorporate LGBTQ programming into existing responsibilities. The Director of LGBTQ Life will work with staff and appropriate stakeholders to develop metrics and supporting structures to ensure appropriate allocation of existing diversity and inclusion staff time and attention to these initiatives.

This model will require existing staff members to be flexible and willing to collaborate.

Summary Statement

Seven years ago, with the creation of LGBTQ Life Johns Hopkins made the commitment to create an environment that was supportive and affirming of diverse sexualities and genders. In the years, the institution since has made significant advancements towards this goal. However, LGBTQ Life has reached capacity with respect to existing resources. Further investments will be necessary to continue to work towards this goal.

