JHU Roadmap on Diversity and Inclusion

February 2016
A Letter from President Ronald J. Daniels

To the Johns Hopkins University community,

Over the last several months Johns Hopkins University has been engaged in an important conversation about the role of race, diversity, and inclusion on our campuses and across higher education. This conversation has been animated by concerns raised across our community, particularly by the undergraduate Black Student Union, and in interactions at town hall gatherings in East Baltimore, at diversity committee meetings, and in everyday conversations.

The concerns raised are deeply held and relate to a number of different issues: our recruitment of students, faculty, and staff; the ways we ensure individuals can flourish here; the scope of our education, research, and community engagement; and the intellectual and social environment that defines our campuses. In many respects, the conversation parallels similar discussions taking place at institutions throughout the country, but it is also uniquely our own.

I have previously shared my view that the realization of true equality is a core value for this university. We must be steadfast in our belief that diversity of thought, people, and experiences is central to the excellence of our work, and to our education, research, and service missions.

For our community, this discussion cannot be separated from the broader one that has been taking place since the inception of the university. Johns Hopkins was founded just 11 years after the end of the Civil War, 30 miles south of the Mason-Dixon Line, through the bequest of an abolitionist whose name we carry.

The premium we place on academic excellence, independence of thought, and equality of opportunity can all be traced to ideas that were evident in our first days. But it would be disingenuous to suggest that these ideas were then fully developed; nor were we unstinting in our pursuit of them. Celebrated milestones—such as the admission of women in the School of Medicine from its beginning in 1893, and the 1973 hiring in the School of Arts and Sciences of the first African-American faculty member to receive tenure—did not translate into the adoption of these practices across the university.

Today, conversations about diversity at Johns Hopkins echo those voiced over many decades. No institution is a blank slate, and ours is clearly imbued with the implications of our choices, and those of the society around us. Contemporary demands for hiring more
African-American faculty, better promotion opportunities for staff, and a strengthened campus climate are not new, and raise legitimate questions about the depth and steadfastness of our commitment to change.

In today’s multicultural and multiracial America, the paramount task is to create an environment that ensures the full participation of students, faculty, and staff, inclusive of race, gender, religion, sexual orientation, socio-economic status, and political viewpoint. It is inseparable from our core commitment to the equal dignity of all persons, and essential to our pursuit of excellence.

Near the end of last semester, the Black Student Union presented a series of specific demands for change, and hosted a community forum for the open exchange of issues, concerns, and ideas. At the close of that event, I committed university leadership to develop a document summarizing our efforts—some new, some well underway, and some still to be explored.

This Roadmap reflects the urgency in our community around racial injustice, and also implicates the challenges of equity and diversity faced by many groups across our campuses. It affords an opportunity to engage these important issues as a community, and to solicit input and ideas from throughout Johns Hopkins as we move toward a final plan.

We cannot expect that we will agree easily or unanimously on the best approach to every issue brought forward through this conversation. We may find dissonance over certain goals or strategies, even as we agree with the underlying values or concerns raised. But, on our path to a stronger community, I am confident that we will create an environment for forthright and robust conversations about who we are, where we’ve been, and how we want to progress as a community.

I invite you to provide your feedback, and help us use this moment as a catalyst for lasting reform.

[Signature]
Overview

Our Commitment

Johns Hopkins University is deeply committed to the dignity and equality of all persons—inclusive of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, and veteran status.

Our commitment to this value is expressed in several key documents developed over more than a decade, including our diversity statement, our principles on civility, and, most recently, our Ten by Twenty, which expresses a dedication to “guaranteeing equal opportunity for every person in our community, and the recruitment and retention of women and underrepresented minorities, including into positions of leadership.”

The JHU Roadmap on Diversity and Inclusion articulates and deepens our institutional commitment to this core value. We approach the challenge of meaningful reform not as a single initiative or moment in time, but as a sustained effort across the full range of our strategic priorities, undertaken with the full support of our university leadership, including our deans, cabinet, and board of trustees.

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

Components of Change

The full realization of a commitment to the dignity and equality of all persons requires a multifaceted approach and a weaving together of the various strands necessary to create sustainable reform.

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

- Achieving greater diversity of membership in the JHU community. Across our history, access to the university has been impaired by a range of explicit and implicit societal barriers that impact minorities unequally (Bowen and Bok, 1998; Strohl, 2013). As our excellence is directly linked to incorporating differing perspectives, we must move beyond these barriers, committing ourselves to recruiting, supporting, and retaining members of our community from across diverse populations and life experiences.
Improving opportunity for JHU community members of all backgrounds. Improving our diversity of membership is important but not sufficient (Pike & Kuh, 2006). After welcoming a diverse group of people to our community, we must be able to ensure their meaningful and continuing participation in the myriad pathways through which faculty, students, and staff can flourish and advance.

Enabling robust engagement with diverse viewpoints. As an academic institution, it is important to vindicate a vision of diversity that speaks not only to participation but also to the fostering of discussion and debate about complex underlying issues (Saenz et al., 2006; Gurin et al., 2009). We strive to create an environment in which we understand, value, and learn from each other, and can realize the benefits of diverse and divergent views and perspectives.

Fostering a climate of respect. We must commit ourselves to a climate that embraces diversity, promotes inclusion, encourages civility, and sustains open dialogue and free expression (Saenz et al., 2006). This is especially critical at a time when social media and other forums enable anonymous, unaccountable hostility.

The Legal Landscape

These objectives and the solutions they engender must also be considered within the legal framework in which questions of diversity in higher education reside. In the student admissions context, for example, the Supreme Court has consistently affirmed diversity as a compelling interest, rightly finding that diversity in admissions “promotes cross-racial understanding, helps to break down racial stereotypes,” and prompts classroom discussion that is “livelier, more spirited, and simply more enlightening and interesting.” (Grutter v. Bollinger, 539 U.S. 306 ([2003]).

Johns Hopkins has joined with other universities in defending the value of diversity—including in recent amicus briefs filed in a case where the University of Texas at Austin’s admissions practices were challenged, twice, at the Supreme Court—and we are ever mindful of the applicability of other relevant laws and regulations to our actions as a university, nonprofit, employer, and recipient of public funds. We therefore will continue to seek out holistic strategies for increasing and maintaining diversity that are well-supported in the law.
Building the Roadmap

Diversity of people and thought is vital to the fulfillment of any university’s purpose of critical inquiry and discovery, and at Johns Hopkins it implicates virtually every component of our academic, research, and service missions. The Roadmap arranges this complex mandate in seven key areas: **Restatement of Principles, Faculty, Students, Staff, Education, Climate, and Community**. Within each section, it offers a statement of goals and challenges, a description of current efforts, and a summary of the additional actions to which we are committed.

I. **Restatement of Principles**. This moment provides a critical opportunity to reassess and reconstitute our official university statements on diversity and inclusion. We will form a committee to recommend a new universitywide statement of principles, renewing our conviction to these core values.

II. **Faculty**. Recruitment and retention of a diverse faculty is among our greatest challenges, and among the efforts that will have the greatest, long-term impact on our community. Progress in this area will require a concerted effort across every division of the university. The Faculty Diversity Initiative launched in late 2015 will serve as the cornerstone of our efforts, supplemented by efforts in cluster hiring and faculty mentoring.

III. **Students**. Over the past several years, concerted efforts have improved our recruitment and retention of a diverse student body, particularly at the undergraduate level. We will work to solidify and build on this progress by further expanding services for academic success and the transition to college, enhancing cultural and social programming, strengthening counseling services, and deepening pipelines for graduate programs.

IV. **Staff**. Recent increases in the percentage of underrepresented minorities working at Johns Hopkins are reflected at all levels of employment but are not yet consistent across all departments. We will work to address the challenges of opening new pathways to jobs at Johns Hopkins and creating more opportunities for career development and advancement.

V. **Education**. Johns Hopkins students should be educated in the complexities of a multicultural world and given the tools to engage with diverse peoples and ideas. As part of the upcoming Commission on Undergraduate Education II (CUE2), the university will take up the question of how best to incorporate issues of diversity and culture into the curriculum. We also are pursuing five new faculty hires in Africana Studies and related areas, and will convene a dean’s committee at the Krieger School to assess the role and challenges of multidisciplinary centers and programs and recommend changes for the future.
VI. Climate. In order to foster a community that is diverse and inclusive while maintaining the promise of free and open debate, we will create additional opportunities for students, faculty, and staff to develop cultural awareness, and we will work to address complaints and incidents in a consistent and supportive manner.

VII. Building Community. To build an academic community that is diverse, equitable, and inclusive, we will support expansion of our institutional infrastructure, including diversity committees and councils. We also will develop compelling programming that reflects a diversity of perspectives, such as the JHU Forums on Race in America, and intensify our commitments to the Baltimore community.

Request for Feedback

We close this Roadmap with a call for participation and feedback from across the Johns Hopkins community. We invite you to share your views on the Roadmap website at http://web.jhu.edu/administration/provost/diversity_roadmap and to attend public forums and meetings, which will be held across our campuses in spring 2016. Through those consultations, we will revise and refine the document, adding new ideas and including mechanisms to measure progress and maintain accountability. In the fall of 2016, we will publish a final Roadmap that reflects broad university input and is endorsed by senior leaders of the university, including the deans and board of trustees.

In the meantime, our work in this arena will not stop. We will press on, with urgency, to make our university a more inclusive and equitable place for all.
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I. Restatement of Principles

As Johns Hopkins University’s first president, Daniel Coit Gilman, rightly observed in his inaugural address, “[t]he best scholars will almost invariably be those who make special attainments on the foundation of a broad and liberal culture.”

Today, several of the university’s key statements of principle implicate issues of equity. Most prominently, the Johns Hopkins Institutions Diversity and Inclusion Statement, issued in 2007, declares ours to be “a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence” and recognizes that “the responsibility for excellence, diversity, and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff, and students.” In 2006, the Principles for Ensuring Equity, Civility, and Respect for All expressed the university’s vision of “a university culture that is without illegal discrimination and embraces both equity and diversity.”

To some extent, these statements were responsive to the challenges of their moments, even as they described foundational commitments and lasting values. Today, however, we think it would be valuable to reassess these statements and to express a renewed conviction around these core values and why they matter. If the Roadmap provides a plan of action, this affirmative public statement of principle can serve as a guiding compass.

Next steps

This spring, the president and provost will ask a representative committee of faculty, staff, and students to re-examine our current statements concerning diversity, inclusion, and equity and to develop a new overarching statement of principles for the university. This new statement of principles will be posted for input from the broader Johns Hopkins community by the end of this calendar year. After incorporating feedback, a final recommended statement will be submitted for approval by the deans, university leadership, and board of trustees by May 2017. The statement then will be included in relevant governing documents and posted to the university website.
II. Faculty

GREAT universities are at their best when they bring together scholars and students from a wide variety of backgrounds and perspectives in an atmosphere of free and open inquiry that encourages the fertile and vigorous pursuit of a variety of ideas. For the university to fulfill its purpose of critical inquiry and discovery, diversity of people and of thought is not a luxury; it is a necessity. Our goal in this area is to locate, attract, and retain the best and most talented faculty, representing a broad array of backgrounds, thought, and experiences. In the best tradition of Johns Hopkins, we will look to the divisions for their innovation and leadership in faculty hiring, and we will be transparent in accounting for our progress.

Increasing diversity among our faculty has been a stated goal of Johns Hopkins University since at least the 1960s, yet in 2014, 6.5 percent of our full-time faculty were underrepresented minorities (URM) with some schools and departments at less than 5 percent. Moreover, faculty focus groups and surveys (e.g., COACHE) reveal that many URM faculty members at Johns Hopkins experience isolation, high service demands, a lack of networking and mentoring opportunities, and implicit and explicit bias from colleagues and students.

With regard to women faculty, we have made better progress but still have work to do. In 2015, the School of Medicine celebrated an important milestone when the number of women full professors surpassed 200, up from 100 in 2003, reflecting a concerted effort toward gender equity. Across our divisions, women faculty make up 24 percent of all full professors, a significant increase from 18 percent in 2003.

In 2008 the university launched Mosaic, a five-year, $5 million initiative to support the hiring of diverse faculty universitywide. The program yielded some success, resulting in the appointment of 38 URM and STEM-focused women faculty across the institution. But a comprehensive review in 2015 revealed that we had achieved no net increase in URM faculty and only a small net gain for women faculty, a situation that was most acute in the Homewood schools.

The lessons we draw from Mosaic are multifaceted. One is that, although incremental, strategic funding can assist in enhancing faculty diversity, it is insufficient to propel progress. Because responsibility for faculty hiring is widely distributed within the university, change in practice will occur only if there is widespread understanding and commitment. Because faculty hiring decisions are shaped by formal and informal practices that vary across the university and can disadvantage diverse candidates, we must have in place a universitywide set of recruiting standards. We must look beyond usual and familiar networks for top-tier candidates and tackle more forthrightly the biases—conscious and unconscious—that can affect the search process.
Additionally, our review of the Mosaic program cast light on the extent to which our aspirations for a diverse faculty are complicated by factors outside Johns Hopkins, including the limited pools of prospective URM faculty members in many disciplines and the narrow pipeline of minority scholars and teachers across higher education.

In fall 2013, approximately 6 percent of full-time faculty members at degree-granting post-secondary institutions nationwide were black, and another 5 percent were Hispanic. In 2012-13, U.S. universities conferred 9 percent of doctoral degrees to U.S. citizens who were black and 6 percent to Hispanics, with sharp differences in the pools of candidates across disciplines. For example, while the share of degrees (bachelors, masters, doctoral) earned by URMs across all fields has been rising over the past decades, their share of doctorates in science and engineering has flattened at about 7 percent.

This limited pool has fostered an increasingly competitive recruiting environment among our peer institutions, and we must do more to expand the pipeline of talented URM scholars, increasing our outreach and recruitment and strengthening the mentoring available in our graduate programs and post-doctoral opportunities.

A final lesson from Mosaic is the need for us to give greater attention to the experience and professional success of faculty once they are here. We will be successful in retaining the diverse scholars whom we recruit to Johns Hopkins only if we create a welcoming and supportive environment that nurtures professional and academic development and creates opportunities for collaboration and bridge-building within and across departments.

**What we are doing**

**Faculty Diversity Initiative**

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

Announced in fall 2015, the FDI is the product of a yearlong effort to develop a multifaceted new approach to faculty hiring and retention. With support from the deans of all our divisions, the university has committed to this effort more than $25M in funding over five years. The FDI promotes two key goals: to reorient faculty search and hiring practices, ensuring searches stretch beyond our customary networks to include new and diverse sources of talented candidates; and to provide resources that can support and sustain a more diverse faculty community. By looking beyond familiar horizons for new colleagues, we can enhance both the excellence and diversity of our faculty.
Importantly, the hiring of any new faculty is—and will continue to be—a collegial and department-based decision; it does not rest primarily with the deans or the provost. Our faculty, as experts in their respective fields, are best able to enhance the excellence of their departments through greater diversity, and the institutionwide commitment to this initiative is essential for its ultimate and lasting success.

As announced in November 2015, the FDI comprises five key components, all of which are now underway:

- **Enhanced faculty search processes.** Maintaining the excellence of our faculty requires casting our nets for academic talent as widely as possible. Every division is establishing protocols for faculty searches that are more effective in identifying and recruiting diverse candidates. The deans have committed that searches will include: cultivation of candidate pools that reflect the diversity of available candidates; training to eliminate unconscious bias in hiring; participation of trained diversity advocates on search committees; oversight of candidate lists by divisional leadership; and reporting on search practices and activities. The Krieger School is pioneering in this arena by adopting these practices for the current academic year, and all divisions will do so by the end of the 2015–16 academic year.

- **Target of Opportunity Program (TOP).** The Target of Opportunity Program will deploy newly dedicated funding to help recruit diverse scholars for their distinguished academic abilities and accomplishments. Up to $100,000 per faculty member per year, for a period of three years, may be used for salary, benefits, start-up expenses, and other compensation costs. This program is designated exclusively for searches that fall outside of the usual faculty recruiting cycle. Since the launch of the FDI in November, four divisions have submitted requests for TOP funding for academic year 2016–17 and beyond, and we are in active discussions with several others about prospective appointments.

- **Visiting faculty initiative.** Visiting professors can increase the diversity of our academic community and cultivate collaborations that lead to future faculty appointments. We have committed new resources for divisions to invite and support more visiting scholars, with discretion over the scholars’ duration and activities. Our first participants are anticipated in fall 2016.

- **Diversity Postdoctoral Fellowship Program.** This competitive two-year program provides each fellow with a salary, benefits, research support, training, mentoring, and networking. The program, which pays a competitive salary, will be limited in the first year to current JHU postdocs who show great promise and whose engagement would advance institutional diversity objectives. Additional efforts will be made to encourage
non-STEM fields to make opportunities available to postdocs in their research areas. A call for submissions to support existing postdocs and implement more robust programming will be announced later this spring.

- **Diversity and Inclusion Faculty Research Award.** The Provost’s Office will grant an award of $50,000 each academic year to a JHU full-time faculty member whose exceptional research advances our knowledge and scholarship of underserved populations, or any issue related to equity, diversity, and inclusion. The funds may be used at the scholar’s discretion for research, graduate student support, or operational expenses. A faculty committee to determine award criteria will begin meeting in late February 2016, and the first awardee will be announced in 2016.

- **Reporting and accountability.** Transparency is a critical component of the FDI. The university’s Office of Institutional Equity currently publishes an annual diversity report highlighting the representation of women and minority faculty, staff, and students in each academic division. The FDI also will provide Johns Hopkins divisions with guidelines for regularly reporting faculty diversity data, including data collection, analysis, and publication.

**Cluster Hiring**

As academic departments and divisions strategize to best meet diversity goals, the university has begun using cluster hiring. This approach involves the recruitment of multiple scholars into one or more departments based on shared, interdisciplinary research interests. This year, for example, the Krieger School advertised a cluster hire to recruit five new faculty members focused on Africana studies. This strategy has proven effective for advancing faculty diversity, building immediate strength in fields of strategic importance, and stimulating support and collaboration among faculty members.

**Faculty Mentoring**

In recent years, Johns Hopkins developed a comprehensive faculty mentoring program designed to foster the development of early- and mid-career faculty members. Our goal is to make sure that every junior faculty member at the university has access to senior mentors who can help navigate the intricacies of faculty life. By tailoring mentoring to individual needs, the program will also bring focused attention on the needs of diverse faculty.

In spring 2015, each division submitted plans for enhancing their current faculty mentoring efforts. Implementation began in fall 2015, including one-to-one and group mentoring. In addition, the university expanded the Master Mentor Program started at the School of Medicine to include senior faculty from across the institution. The goal of the program is to
create cohorts of experienced mentors, not only to effectively mentor junior faculty but also to lead mentoring activities and programming in their divisions. Other universitywide faculty mentoring activities include: a revision to the JHU Principles of Mentoring; the establishment of a Task Force on Faculty Mentoring; the establishment of Faculty Mentoring Award in spring 2016; and the development of a faculty mentoring website in spring 2016.

**Next steps**

Since the launch of the Faculty Diversity Initiative and roll-out of the Faculty Mentoring Program, we have moved quickly to begin implementation. Key milestones over the next several months include:

- **Divisional plans.** Undergirding the FDI is a rigorous process of diversity planning on the divisional level. Each of the academic divisions is currently preparing a three-year faculty diversity plan, to include rigorous self-assessment and clear strategies to move toward our goals. The plans will enable the president and provost to monitor progress at the divisional level and to hold deans and faculty leaders accountable.

- **Universitywide department chairs meeting.** In spring 2016, we will convene an unprecedented meeting of department chairs and other academic leaders from across the university at an interactive workshop focused on best search practices and protocols.

- **Baseline faculty diversity report.** The first report of this type on faculty diversity data will be released to the university community in spring 2016. This public accounting will serve as a baseline to measure our progress in the years to come.

- **Faculty mentoring survey results.** Findings from the first universitywide Faculty Mentoring Survey, an annual survey started in late 2015, will be distributed in late spring 2016, and provide data regarding faculty access to, and satisfaction with, current and past mentoring experiences.
III. Students

Our students help to shape and define the academic, cultural, and social vibrancy of our campus. We believe that diversity of experience, of perspective, and of background is essential to the strength and excellence of our community. We want to recruit the best students in the nation and beyond to our university, and to ensure that the intellectual and social environment at Johns Hopkins allows them to flourish. We must be attentive to the needs of our diverse student body, across all identities and affiliations; and for students from backgrounds that are underrepresented in higher education (e.g., first generation or underrepresented minorities), we must create the conditions necessary for the transition to college, academic success, and full engagement in campus life.

What we are doing

Undergraduate Student Recruitment

Between 2009 and 2015, the number of Johns Hopkins undergraduate students identifying as underrepresented minorities (URM) in the incoming class increased from 12 to 23 percent, with a 100 percent increase in the number of URM applications. The 2015 entering class was both the strongest academically and the most diverse in the university’s history—9 percent identified themselves as black, and 13 percent as Hispanic, up from 6 percent and 7 percent, respectively, in 2009.

This upward trajectory in the diversity of our student body is an important advance, and correlates closely with changes made to our recruitment program in recent years. For example:

- **New recruitment staffing model.** The Office of Undergraduate Admissions introduced a new recruitment model four years ago. Whereas the previous model had two diversity officers designated for diversity recruiting, the new model requires every admissions officer to plan for and be involved in the recruitment of diverse students.

- **Recruiting collaborations.** The admissions office is now collaborating with peer universities on undergraduate recruiting trips focused on underrepresented populations, and has deepened its partnerships with 30 community-based organizations in 10 states that focus on college access and readiness.
■ **Events for prospective URM students.** Recruiting events for URM students (such as the Hopkins Overnight Multicultural Experience and Discovery Days) are now being scheduled in conjunction with broader recruitment events (such as Fall Open House and SOHOP) to increase participation and allow all prospective students to see the value Johns Hopkins places on the diversity of our students.

**Student Success and Retention**

Over the past several years, following concerns raised by the Black Faculty and Staff Association (BFSA) and others, Johns Hopkins has worked to increase the graduation and retention rates for all undergraduate students, and to close the gap in graduation rates between black students and the broader student body. Six-year degree completion rates for black and other URM students are now on par with the overall student completion rate (94 percent overall, 93 percent for black and all URM students). Yet data from the most recent student survey indicate that black students are less satisfied and more stressed academically than the general student population.

The university has developed programs that intervene early to provide appropriate supports for our students, including:

■ **Mentoring Assistance Peer Program (MAPP).** This longstanding program was originally designed to support the transition to college and academic success of first-year URM students. It was recently expanded to offer similar support to first-generation and low-income students. Each year, nearly 40 upper-class MAPP mentors work with up to 120 incoming students as they acclimate to the university.

■ **Johns Hopkins Underrepresented in Medical Professions (JUMP).** JUMP was started in 2011 as a freshman program to enhance the academic success and retention of URM students by bridging their academic and social experiences at Johns Hopkins. The first-year retention rate for JUMP students has shown positive results—ranging between 98 and 100 percent—and the university recently expanded this successful program to include sophomores. The university is also exploring other potential programming for JUMP students, such as the experiential learning programs offered at the School of Medicine and other campuses and enhanced networking and professional development.

■ **Networking opportunities.** Alumni play an important role in helping support our students during their undergraduate years, and beyond. Through the Career Center, undergraduate students are given the chance to meet with and learn from underrepresented minority alumni of Johns Hopkins. In fall 2015, for example, the Career Center, Office of Multicultural Affairs and Krieger School collaborated on a networking reception that provided an opportunity for black students to connect with JHU trustees and alumni. We have also recently partnered with companies, such as Accenture, to provide training and networking opportunities for URM students.
Multicultural Affairs

Diversity, ethnicity, and identity are understood today to be multifaceted and intersecting. More and more, our students from across the university look for programming, education, and outreach that embrace this reality, and we have recently embarked upon an effort to rethink our approach and increase our resources in this area.

The Johns Hopkins Office of Multicultural Affairs (OMA) has been an important locus of social, cultural, and academic support for our URM students since its creation. But in recent years, we have heard from our students that we should be doing more to build on that model. Inspired by this challenge, in fall 2015 Homewood Student Affairs began holding a series of focus groups with students to better understand their needs and identify gaps in university programs and services.

As a result of this input, we have begun the process of elevating both academic support services and diversity-related programming. While continuing to prioritize social and cultural opportunities for our underrepresented students, we will aim to position the OMA as a resource for the entire Homewood campus, and to increase collaboration among OMA, LGBTQ Life, Gender Equity, and Campus Ministries. We are increasing overall resources in this area and adding two new positions, including an associate dean for diversity and inclusion within Homewood Student Affairs.

LGBTQ Life

The Office of LGBTQ Life was founded in 2013 at the recommendation of the Diversity Leadership Council and serves as a central networking place for LGBTQ students and their allies. LGBTQ Life offers direct support, presentations, workshops and educational opportunities, such as Safe Zone trainings, and a speakers’ bureau. LGBTQ Life also has advocated for gender-inclusive on-campus housing on the Homewood campus, which went into effect in 2014; the identification of all-gender restrooms, which are now listed on the LGBTQ Life website; and transgender benefits within university medical plans, which went into effect in 2016.
University Counseling Services

A 2015 national survey revealed discrepancies in the first-year college experiences of students of color and those of their majority peers, and made clear the urgent need to provide mental health support, education, and programming that meets the unique challenges of diverse groups. Johns Hopkins is committed to ensuring that outreach, support, policies, and practices focused on psychological well-being meet the needs of all of our students.

The JHU Counseling Center has a staff member dedicated to the coordination of services to black students. This includes managing the Counseling Center’s participation in the efforts to help students transition to JHU and collaborating with student groups to support URM students throughout their academic careers. The Counseling Center also offers a Students of Color Support Group and facilitates a drop-in discussion group at the Office of Multicultural Affairs for first-generation students.

Building the Pipeline to Graduate Programs

Johns Hopkins recognizes the obligation and opportunity we have to help build the pipeline for diverse faculty, researchers, and professionals of the future, particularly, though not exclusively, in the STEM fields. We are well-positioned to do so, given that approximately 40 percent of our undergraduates pursue professional or graduate studies immediately after graduation, and we regularly host academic and scholarly programs that reach students from across the country. Yet we must do more to eliminate barriers to participation in research and other experiences outside the classroom, to increase students’ interest in professional and graduate study, and to provide the training that competitive graduate programs increasingly expect.

In keeping with the recommendations of a 2011 National Academy of Sciences Report, Johns Hopkins’ current interventions for URMs in STEM include:

- **Summer programs.** Summer programs for URM students help to stimulate interest in advanced work through intensive study, hands-on research, and a network of peers. Johns Hopkins supports a number of programs open to high-school or undergraduate students, including the Biophysics Research for Baltimore Teens Program, the School of Medicine Summer Internship Program, the School of Public Health Diversity Summer Internship Program, and the APL Technology Leadership Scholars (ATLAS) Summer Intern Program for Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Minority Institutions. The university also actively participates in national programs, such as the Leadership Alliance.
Research experiences. At the undergraduate and graduate level, opportunities to participate in research builds interest and competence and enhances competitiveness for admission to professional and graduate programs. Programs such as the Research Experiences for Undergraduates (REU)-Nanotechnology for Biology and Engineering are targeted towards Johns Hopkins students. The university also participates in initiatives open to others, such as the School of Medicine’s Post-baccalaureate Research Education Program (PREP) and Doctoral Diversity Program, and the Krieger School’s Biology Research Experience for Undergraduates (BioREU).

Next steps

As described above, over the last several years, we have increased our support for undergraduate students as they transition to college, and strengthened the services that exist while they are here. Yet, even as we hone and enhance existing initiatives, we are exploring new ideas and initiatives.

Hop-In. Hop-In is a major new initiative to support certain types of students in transitioning to college, such as those who are among the first in their family to go to college, those from high schools that offered fewer opportunities for advanced course work, and those facing challenging time constraints during the first year on campus. The Hop-In model includes a residential summer program for incoming freshmen and individualized academic advising throughout the undergraduate experience. The inaugural program attracted 31 first-year students last summer and will be expanded over the next four years to include 160 students. The university hired a full-time staff member to run the program in its first year and will add two more staff members over the next two years.

Broadening Multicultural Affairs. Homewood Students Affairs is taking steps to increase collaboration and coordination among the offices of Multicultural Affairs, LGBTQ Life, Gender Equity, and Campus Ministries in order to more effectively support the many facets of diversity, intersecting identities, and community. These offices are developing new programming to support and educate students, such as meet-ups for LGBTQ students of color and dialogues on the intersections of sexual orientation, gender identity, and other dimensions of self. Homewood Student Affairs will create two new staff positions focused on issues of diversity by summer 2016, and re-launch a student advisory board for multicultural affairs in fall 2016. Students will continue to play an integral role in the evolution of this work, serving on the advisory board and participating in searches for new positions.
■ **LGBTQ needs assessment.** In spring 2016 the university will launch its second assessment of the LGBTQ office, to review progress made since its inception and identify opportunities for growth and improvement.

■ **Task Force on Student Mental Health and Well-Being.** A newly launched Task Force on Student Mental Health and Well-Being will consist of students, faculty, and administrators. It is charged with assessing the current state of mental health services and resources at Johns Hopkins, canvassing contemporary research on effective strategies for promoting mental health, benchmarking against best practices at peer institutions, and recommending effective services and interventions, including those customized to meet the needs of diverse students.

■ **Baltimore Scholars.** Johns Hopkins is in the midst of a comprehensive review of the Baltimore Scholars Program in order to address concerns that it is not adequately meeting the needs of high-achieving graduates of Baltimore City public high schools. With feedback from key stakeholders, we plan to reshape the program to offer greater financial support and robust programming (such as study abroad and research stipends) to those city students with the greatest financial need.
Achieving excellence in Johns Hopkins' research, teaching, patient care, and service missions depends on the contributions of staff throughout the university. Outstanding staff critically support the efforts of our faculty, students, and trainees, and we cannot achieve the fully diverse and inclusive environment we aspire to unless we deeply embed those values in the selection, training, support, and advancement of our staff.

Our goals in this area are to create clear pathways to employment for diverse, talented individuals; to build programs that support their growth and development; and to provide compensation and benefits that allow our staff—at all levels of the organization—to thrive.

Since fall 2010, underrepresented minorities (URM) have increased from comprising 14.8 to 16.9 percent of our professional staff, and from 27.5 to 31.5 percent of our technical staff. This increase in diversity is not yet consistent across all departments, but it is reflected at all levels. During the same period, URM at the executive level increased from 13.1 percent to 14.8 percent of senior employees.

The university is increasingly intentional in our efforts to build new and different talent pipelines throughout the organization, with a particular focus at present on entry-level hiring and development. We are working closely with the Johns Hopkins Health System to expand the university’s participation in programs that help draw entry-level talent and are exploring new opportunities for hiring through extensive community outreach.

The university also endeavors to build better professional development programs for staff seeking to advance their careers at Johns Hopkins. We are expanding and developing cohort-based mentorship programs, and, in response to feedback received through the Gallup employee engagement survey, we are simplifying the university’s performance review process to facilitate honest dialogue between supervisors and staff about performance strengths and areas of opportunity.

All of these efforts to improve the recruitment, development, and retention of a strong staff depend on support and advice from employee groups, such as the Black Faculty and Staff Association (BFSA) and the Diversity Leadership Council (DLC). The BFSA has urged leadership to improve hiring and promotion practices to support diversity across the university. The DLC has successfully advocated for advancements such as the hiring of a director of LGBTQ Life, and the creation of a Hopkins Latino Alliance. These groups have also been instrumental to advancing projects that educate and build our community, such as the ongoing JHU Forums on Race in America lecture series and the exhibit on the Indispensable Role of Blacks at Johns Hopkins.
What we are doing

Entry-Level Hiring Opportunities

- **HopkinsLocal.** In fall 2015, the Johns Hopkins University and Health System launched a major economic inclusion initiative, called HopkinsLocal, which includes a significant commitment to hiring staff from Baltimore City’s most distressed communities. The university and health system are aiming to fill 40 percent of targeted entry-level positions from these neighborhoods by 2018. Meeting this goal will require deep engagement with community and faith-based workplace readiness organizations. The university will also access career coaches from the health system to help these entry-level employees and their supervisors manage the transition into Johns Hopkins.

- **Summer jobs for city youth.** Johns Hopkins University and Health System continue to collaborate with Baltimore City in supporting the YouthWorks summer jobs program. In 2015, our institutions provided more than 300 students with five-week internship experiences, representing a 50 percent increase over prior years. Departments across Johns Hopkins create meaningful work experiences and critical skills training for local youth, and we are seeking to deepen the relationship with this talent pool by extending internship opportunities throughout the year or over multiple summers.

- **Partnership with Year-Up.** Year-Up is an innovative, national workforce development organization that has demonstrated results in helping low-income adults between the ages of 18 and 24 prepare for career-path jobs. Year-Up’s Baltimore Training Corps provides intensive workplace-readiness training and matches participants with carefully developed internship opportunities with major corporations. Johns Hopkins has sponsored 61 internships in areas including IT and HR/Payroll Services, resulting in 10 full-time hires. We are now exploring an expansion of our partnership with Year-Up to more departments.

Career Development Mentorship Programs

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

- **Diversity Mentor Program.** Starting in the 2015–16 academic year, we developed and piloted a Diversity Mentor Program in University Finance. This program took applications from staff interested in participating in the program, and ultimately selected four mentor/mentee pairs. We are focused on enhancing the professional development of underrepresented minorities and women, and broadening their experience and exposure within Finance. The BFSA advocated for this program and volunteered to serve in advisory roles during its development and initial implementation.

## Reforms of Employee Benefits Program

The university has made, and is considering, a number of changes to our benefits program to respond to the needs of our diverse staff community. Our benefits philosophy was drafted by a faculty and staff advisory group in 2004 and continues to inform our efforts in this area, in providing that:

- Benefit costs need to be affordable for both faculty and staff, protecting the most vulnerable employees and families;

- Benefits should provide flexibility and choice, protect against catastrophic financial loss and hardship, and encourage higher education for employees and families; and

- Health benefits should emphasize prevention and promotion of health and wellness through evidence-based positive behavioral incentives and comprehensive preventive services, as well as the efficient delivery of care.

- **Benefits Advisory Committee.** In 2012, in response to federal government budget pressures, the university implemented changes to our health plans which resulted in an increase in employees’ health care insurance premiums, deductibles, and out of pocket costs. The university’s Benefits Advisory Committee contemplated how to allocate the proposed increases in insurance premiums most fairly, and recommended that the university move to an income-based cost-sharing mechanism whereby the lowest-income employees would bear a lower share of the increase in insurance premiums. In support for our lowest-income staff members, faculty and staff across the divisions endorsed this recommendation, and we have now implemented a progressive premium cost-sharing structure.
Marriage Benefits Task Force. Every year the university receives valuable input from the DLC and other advisory bodies within and across the divisions regarding improvements to our benefits programs and policies to ensure they are fully inclusive. For example, effective in 2016, at the recommendation of the Marriage Benefits Task Force, the university adjusted its medical plans to include transgender employee benefits and establish equity across marriage and domestic partner benefits.

Health and Health Services Study Committee. We recently established a faculty-led Health and Health Services Study Committee which is examining five areas of employee health services: the JHU culture of health; preventive care and primary care; care management for chronic disease/large cases; innovation; and management of prescriptions and specialty drugs. As the committee considers improvements to the university’s employee health care and wellness programs, it is paying special attention to the needs of our lowest-income employees, for whom health care access and affordability are a serious challenge.

Next steps

The university will continue working to advance these objectives in entry-level hiring, career development mentorships, and employee benefits reform. In some cases, we are able to build on existing programs; in others, we are strongly committed to changing old programs or constructing new ones. We also recognize that these represent only a few pieces of the total program for a distinctive professional development experience for all university staff.

Increasing entry-level hiring. A collaboration among Johns Hopkins University and Health System, a non-profit workforce development organization, and other local universities and hospitals recently received a $249,000 grant from the Mayor’s Office of Employment Development. Together we will train residents of the city’s most disadvantaged communities with the hard skills needed for administrative support and medical assistant positions.

Expanding the Finance Diversity Mentor Program. In spring 2016, in collaboration with the BFSA, we will evaluate what has and has not worked in the piloted Diversity Mentor Program in University Finance, and explore expanding the program to division-based finance staff and considering its applicability to other areas of university administration.
■ **Improving staff professional development.** Building on the Gallup employee engagement survey results, we will roll out in the next academic year a streamlined performance feedback program. Our goal is to ensure that supervisors and their staff across the university are having two direct conversations per year regarding areas of performance strength and professional development opportunity.

■ **Implementing the Health and Health Services Study Committee Recommendations.** In spring 2016, this committee will deliver recommendations to university leadership on actions that we can take to improve employee health and wellness. After analysis and consultation with faculty and staff advisory groups, we will move in the 2016–17 academic year to implement an employee health initiative.
V. Education

One of the great benefits of a university is that it brings together people of diverse backgrounds and views as a community of scholars. That diversity of perspectives serves as a critical foundation for the educational experience, giving our students a greater sense of the complexities of a multicultural world and a clearer understanding of how to engage and grapple with diverse groups and ideas.

Our aim in this area is to ensure that we support academic curricula and disciplines across a full range of human experience and perspective.

What we are doing

Curriculum

With nine academic divisions encompassing a broad scope of disciplines and research or training activities, in nearly every corner of the globe, Johns Hopkins’ scholarly pursuits are sweeping. It is incumbent on us to ensure our academic curricula are similarly expansive, offering students opportunities to learn about or be exposed to our world comprehensively, and rigorously.

The BSU and other students groups have challenged the university to consider ways to incorporate more cross-cultural knowledge and competencies into the educational experience at Johns Hopkins. To that end, in 2015, the Krieger School reviewed nearly 15,000 courses and sections offered over the past seven years, and identified those that dealt with issues of gender, sexuality, religion, race, or ethnicity, in the U.S., or abroad, from a contemporary or historical perspective. This review demonstrated that approximately 60 percent of KSAS undergraduate students, and approximately 25 percent of WSE students took at least one such course during their undergraduate study.

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

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

CAS’s development as a center for teaching and research has followed this intellectual approach, and university leadership regards it as critical to the success of Africana studies that CAS remain deeply connected to the other core disciplines of the Krieger School.

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

The university has committed to recruit five new faculty members to the field: two in Africana studies, two in history (one in African American history and one in African history), and one Bloomberg Distinguished Professor. After unsuccessful searches to fill the two CAS faculty lines in 2014 and 2015, four of these positions have now been grouped together as a cluster hire, advertising for several scholars with shared academic interests. This approach has proven successful at other institutions for both recruitment and retention of highly competitive faculty, and we are optimistic that it will be effective in helping us to achieve the full complement of faculty needed at CAS.

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

As a university, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society.

■ Commission on Undergraduate Education. In spring 2016, the university will launch a second Commission on Undergraduate Education (CUE2) to conduct an assessment of the current state of undergraduate education at Johns Hopkins and provide recommendations for our future. CUE2 follows the 2003 Commission on Undergraduate Education, which identified the central tenets of a Hopkins experience and helped elevate the undergraduate focus at the university. CUE2 will issue a final report and recommendations in 2017 and will include recommendations regarding instructional options for cultural competency and how best to prepare students to understand and navigate an increasingly complex and multicultural world.

■ Committee on centers and programs in KSAS. The KSAS dean consulted with department chairs in January 2016 and will soon constitute a committee to assess the state of centers and programs in the arts and sciences, and to make recommendations about how to strengthen the role and presence of centers and programs in the school. The charge to the committee will include whether centers and programs ought to have greater autonomy in faculty hiring decisions; how to apportion and account for faculty effort between departments and centers/programs; and whether departments should be established for some center/program areas and, if so, how to implement such a transition. The KSAS dean will ask the committee to submit its report and recommendations in fall 2016.
VI. Climate

In both word and deed, our university community must uphold a commitment to the equality of all persons, inclusive of race, gender, religion, sexual orientation, and life experience. We will seek to create and foster an environment in which we understand and learn from each other and realize the extraordinary benefits of a broad range of perspectives.

Our goal is to enhance our collective capacity not merely to tolerate discussion of sensitive issues but to foster free and open debate, in and outside of our classrooms and lecture halls. As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals’ capacity to grow. We want every member of the Johns Hopkins community to know of the importance we place on diversity and inclusion, and to be given personal and professional opportunities for growth and development, through evidence-based training.

Our challenge is to develop a shared understanding of the kinds of comments that are and are not conducive to the university environment we seek—whether in person, in public, or in social media forums. We will adhere to our Principles for Academic Freedom, and address forthrightly remarks or actions that cross into discrimination, harassment, or other forms of prohibited conduct.

What we are doing

Student Orientation

Johns Hopkins currently offers diversity-focused training and education initiatives for undergraduates during new student orientation and has been exploring ways to improve these sessions. For example, starting in 2015, all new students attended a large lecture on diversity and inclusion that was followed by small-group meetings for facilitated discussions of these core values and how to apply them on and off campus. At that time, we also piloted a workshop through which approximately 200 first year students participated in hour-long discussions led by 20 peer mentors on topics such as the impact of identity and heritage or communication and social interactions.
Current Training Modules

The university has implemented new training modules to help our community better understand the principles of diversity and inclusion and to illustrate how day-to-day interactions can help build a community of shared values.

Recently implemented or expanded trainings include:

- **Cultural competency training for resident assistants and peer mentors.** In fall 2015, all resident assistants at Homewood and Peabody and orientation peer mentors were required to participate in enhanced cultural competency training with staff from the Office of Multicultural Affairs, LGBTQ Life, and the Interfaith Center. Topics ranged from how to be an effective advocate to how to confront problematic behavior.

- **Unconscious Bias Training.** Unconscious bias can undermine even the most fervent commitment to a diversity and inclusion agenda. JHU’s Unconscious Bias training program covers an online unconscious bias assessment tool called the implicit association test. It also offers practical research-based examples of unconscious bias in hiring and other selections and strategies for combatting unconscious bias in the search process. Search committees, departments, and university leadership are using the Unconscious Bias training course as part of our efforts to raise awareness, particularly in the hiring process. The course is offered in person, and OIE also created an online version of the course, Diversity Matters: Faculty Searches at JHU.

- ** Discrimination and harassment prevention training.** Unwelcome conduct based on sex, race, sexual orientation, religion, or other protected classes can violate university policies by creating an intimidating or hostile environment. In addition to being unlawful and morally reprehensible, harassment can severely undermine an institution’s efforts to fulfill its objectives in the area of diversity, equity, and inclusion. This training program is available to all faculty and staff. It helps participants understand our antidiscrimination policies; explore key legal authority on harassment and discrimination in the workplace and in academic settings; consider examples of inappropriate and unlawful conduct; and obtain information about the university’s complaint process through the Office of Institutional Equity (OIE).

- **Security staff training.** Security personnel play a pivotal role in keeping our students safe and our campuses secure. All new security staff members receive training on issues of discrimination and harassment at the time of hire, and all security staff receive annual refresher instruction.
Learning Catalog courses. Many courses offered through the university learning catalog to JHU employees address topics related to diversity and inclusion. These include classroom courses (e.g., Managing Workplace Diversity) and online offerings (e.g., Diversity on the Job and Managing Workforce Generations). In 2016 we will launch a new introductory course called Diversity in Higher Education, which is designed as a contemporary discussion of related topics and will replace the former introductory course, Campus Conversations on Diversity and Inclusion.

Addressing Complaints

As a university we are committed to protecting the right of faculty and students to engage in free and vigorous debate, and to create an environment that is open to the expression of views that may be provocative or uncomfortable.

That openness relies on respect for others in the community. Yet we know that our community is not immune from prejudice and bigotry. Our students, particularly, have shared that they are sometimes subject to bias incidents and remarks, inside and outside the classroom. Education and training cannot wholly prevent discrimination, harassment, or other forms of impermissible conduct that fall outside the bounds of academic freedom and demonstrate a fundamental disrespect for others. The university takes any complaint of such activity seriously, and is working to expand the availability of responsive channels through which to file complaints and seek action, intervention, or support.

Office of Institutional Equity. The Johns Hopkins Office of Institutional Equity, located on the Homewood campus, is responsible for investigating complaints of discrimination and harassment and recommending appropriate action. [link to anti-discrimination and harassment policy] Over the last several years, OIE has received an increase in complaints regarding the proliferation of platforms for anonymous speech, online and in the public domain, which are too often used to denigrate rather than debate. Although we will not censor or curtail an individual’s freedom of expression, we encourage students, faculty, and staff to report hostile posts on social media and elsewhere to OIE. OIE will review each incident; work with students or community members who bring forward their concerns; and work with relevant agencies, such as law enforcement or social media companies, when it finds illegal threats or harassment.
Other student complaints and incidents. On the Homewood campus, the university is also exploring new ways to support our student community when incidents of bias occur. These acts which include expressing hostility on the basis of perceived or actual identities may not rise to the level of punishable activity or official misconduct, but they nonetheless affect our community and may contribute to an unwelcome or disrespectful environment for the targeted person or group and undermine the sense of community on campus.

It is important for our students to know of the avenues available to raise concerns, register complaints, and report serious incidents. In some cases, a response may include support for a targeted student, an opportunity to air grievances with the affected parties, or the pursuit of positive counter-expressions. In others—for example, when community members are threatened, or hate symbols are scrawled in shared spaces—a direct and coordinated university intervention will be required.

Student participation and leadership. Stewardship of our campus climate is a shared responsibility. Students play a central role in shaping the environment and academic experience, and students should be actively engaged in wrestling with the difficulties of combating harmful bias while protecting free expression. As a part of our efforts to strengthen the climate at Johns Hopkins, the university hopes to find new ways to empower and call upon our students—and others—to participate and play leadership roles.

Next steps

New cultural competency trainings. Based on the feedback of diverse student, faculty, and staff groups from across the university, it is clear that we need to offer—and in some cases require—additional training in diversity, inclusion, and cultural awareness. This spring, the provost will launch a universitywide workgroup to undertake two key tasks: first, to seek out and evaluate the most effective and impactful trainings available across higher education and beyond; and second, to make recommendations for a suite of cultural competency training modules that meets the needs of our community (approximately 40,000 people). These trainings may range in focus, including how to respond to harassment and discrimination, how to create a positive and inclusive climate in a particular unit or department, or how to lead academic discussions on sensitive or provocative topics or events.
Mandatory cultural competency workshop for incoming undergraduates. Based on student feedback to a cultural competency workshop piloted in 2015, the university will provide a mandatory cultural competency workshop to all incoming undergraduate students in fall 2016. This workshop will be designed to deepen understandings; forge relationships across racial, ethnic, religious, and other lines; and increase the capacity of our community to engage with challenging issues in an open and constructive manner.

New website for the Office of Institutional Equity. The Office of Institutional Equity is working to better inform members of our community about its policies and services, including the process for filing a complaint. This effort includes a comprehensive overhaul of the OIE website, which began in summer 2015. The new site will be launched in spring 2016, after incorporating students’ input regarding design, content, and navigability. Together with OIE’s introductory session during freshman orientation, and the trainings and presentations OIE offers to student, faculty, and staff groups throughout the academic year, the new website will be an important resource for our entire university community.

Enhanced coordination on responses to incident reports. The university is working to better coordinate responses to reports of bias-related incidents and will convene a regular working group to address student concerns and complaints on the Homewood campus. This effort will include the offices of Student Life, Multicultural Affairs, and Campus Safety, in consultation with OIE and others. We will seek input from faculty, staff, and students on the types of responses that may work best in various situations.
VII. Building Community

Johns Hopkins has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels in important ways our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us, starting with our home city of Baltimore.

Recent events have created a crucial opportunity for open and honest conversations across Johns Hopkins about the inequities faced by members of our student body, faculty, and staff, personally and professionally, including on our campuses.

What we are doing

Diversity Leadership Council (DLC)

Founded in 1997 as an advisory body for university leadership, the universitywide Diversity Leadership Council is a presidential advisory body that encourages, supports, and promotes the creation of policies and programs around diversity and inclusion. Its members include a cross-section of faculty, students, and staff, working in close affiliation with the seven divisional diversity councils. The DLC identifies and engages with critical campus issues, such as championing the creation of the Latino Alliance, the development of the office of LGBTQ Life, or the improvement of family-friendly policies and services at Johns Hopkins, including the new Homewood Early Learning Center that opened in the fall of 2015.

Programs on Race and Culture

Johns Hopkins has been working to expand the enrichment opportunities that we offer to include more that explore issues of race and culture. These programs are designed to educate, challenge, and engage us in pressing issues—from the local uprising following the death of Freddie Gray in Baltimore, to the national conversation around economic and racial disparities, to the equal rights of women and the LGBT community. Most prominent among these is the JHU Forums on Race in America lecture series, which resulted from campus conversations about race and injustice following the deaths of several black men across the U.S. at the hands of law enforcement in 2014 and 2015. The first forum featured Atlantic correspondent Ta-Nehisi Coates, one of this country’s foremost thinkers on race (and a West Baltimore native), just three days after the start of local and national protests in Baltimore. Forum speakers since then have included New York Times columnist Charles Blow, filmmaker Dawn Porter, and political activist and scholar Angela Davis. Members of our community are invited to suggest speakers to the Provost’s Office at any time.
Exploring the University’s Complex History

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

This initiative is one of several that are intended to more fully excavate the university’s history—including our history on issues of race and diversity. In 2014, for example, undergraduate students in a course within the Program in Museums and Society developed an interpretive signage project that highlighted the historical significance of locations around the Homewood campus, including a structure that likely once housed slaves for the Carroll family when they owned the land on which the Homewood campus sits. In 2015, the Homewood Museum, with support from a Johns Hopkins Diversity and Innovation Grant, hosted a symposium on “Perspectives on Slavery in Baltimore.” Our growing collection of oral histories include a member of the first class of women to attend Hopkins for four years, and an early African-American engineering student. And this spring, Dr. Leslie will focus his annual Alumni Weekend lecture on the university’s historical engagement with Baltimore, with special attention to former JHU Chaplain Chester Wickwire and civil rights protests.

Alumni Communities

The Hopkins alumni community is diverse in all senses of the word. The Office of Alumni Relations works to develop and strengthen groups that foster relationship within diverse alumni populations and among alumni and students. Examples of these groups include the Society of Black Alumni, the Men of Color Hopkins Alliance, PRIDE, Women in Business, and the SAIS Women Alumni Network. Each group organizes activities and programs, including mentoring, for alumni and students. New groups in formation will focus on Latino alumni and those of South Asian heritage.
Divisional Efforts

Each of our schools and divisions also has undertaken significant efforts to advance the conversations around diversity and inclusion. To highlight just a few:

- **The Peabody Institute** is currently establishing a Diversity Pathway Task Force comprised of faculty, students, alumni, and staff who will be charged with examining Peabody’s current state of diversity, with a focus on underrepresented communities. Peabody intends to establish a long-term plan that addresses the diversity pipeline for students, faculty, and staff, and fosters an ongoing conversation about the culture of diversity within the division and in the world of classical music. One of the first tasks will be to develop a student climate survey.

- **The School of Nursing (SON)** has developed a comprehensive diversity plan with substantial community feedback, including a sustained effort by a working group of the division’s Diversity and Inclusion Committee; focus group sessions with faculty, staff, and students; and an open community meeting with the dean. Several aspects of the plan have already been implemented, including: hiring a full-time human resources manager to better address faculty and staff needs and develop trainings aligned with diversity-related objectives; hiring a director of student affairs as a resource to address and advance student issues; increasing support of East Baltimore’s Student Outreach Resource Center (SOURCE); reviving a staff committee to provide greater representation, input, and inclusion; and reviewing cultural pluralism in all SON teaching materials. Future activities range from increasing the advertising budget targeted at recruiting diverse faculty and students to providing gender-neutral restrooms.

- **Johns Hopkins Medicine (JHM)** responded to the unrest in Baltimore in spring 2015 by hosting more than 70 meetings in departments across the organization to give faculty, staff, and trainees a chance to share their perspectives and offer suggestions on how JHM could contribute to positive change. The meetings led to the creation of seven internal task forces, which synthesized feedback and presented proposals to JHM leadership on sustainable, high-impact projects aimed at making Baltimore stronger. Those proposals are under review, in collaboration with community partners.

- **The Krieger and Whiting schools** recently announced the appointment of an assistant dean for diversity and inclusion. This new position is designed to help oversee the divisions’ activities around matters of equity, diversity and inclusion; support efforts to recruit and retain faculty, postdocs, and graduate students; and serve as a resource to help foster a culture that values and supports each member of the community.
Baltimore Outreach

Over the past several decades, the Black Student Union, the Black Faculty and Staff Association, and other groups have raised the inadequacy of our connections to Baltimore as a recurring and important theme. The university has long worked to meet the city’s needs, from health care to education, and over the past several years our commitments and partnerships with organizations across the city have grown deeper as we work together to expand opportunity.

Our commitment to our city and our neighbors is part of who we are, inherent in our work from clinics to classrooms. We have more than 36,000 employees in Baltimore, some 15,000 of whom are city residents. As Baltimore continues to suffer from racial injustice, multigenerational inequalities, and disparities in educational opportunities and economic prospects, we must do our part to help our city realize its full potential.

- **Baltimore Day.** For the past two years, our student orientation program has included Baltimore Day, which is a chance for 1,300 incoming students to get acquainted with the history, culture, and food of their adopted city. The goal of this experience is to help students understand that Johns Hopkins is not only in Baltimore, but truly of this city, with tours of city neighborhoods and presentations on how best to take advantage of our urban environment.

- **Economic inclusion.** In fall 2015, we launched a major expansion of our economic inclusion program across the university and health system. Known as HopkinsLocal, this program offers specific, measurable commitments to increase our local hiring, purchasing, and contracting and create more opportunities for Baltimore’s minority- and women-owned businesses.

- **Public school partnerships.** In fall 2015 the Whiting School of Engineering forged a 10-year partnership with nearby Barclay Elementary/Middle School to develop a flagship academic program focused on electrical and mechanical engineering. At Henderson Hopkins school, a few blocks from the medical campus, we have helped to build and operate a state-of-the-art public K-8 school that has become a centerpiece of the growing neighborhood. These are just two examples of the myriad partnerships the university has built with Baltimore City Public Schools.

- **Faculty projects.** Johns Hopkins faculty scholars are investing substantial time and talent in the success of the city. Recent examples include working with the Baltimore City Police Department to implement a data-driven violence prevention program, offering specialty health care to city residents, and collecting the voices and opinions of Baltimore City youth in the wake of Freddie Gray’s tragic death in 2015.
Summer jobs for city youth. For more than two decades, the Johns Hopkins Summer Jobs Program has opened a vast array of job possibilities to city youth. In 2015, the university and health system increased the number of summer internships by 50 percent—to create a total of 300 jobs to help guarantee that every student who registered for a job through the city’s YouthWorks program would have the chance to work.

Student service to the community. In the 2014–2015 academic year alone, Johns Hopkins students provided to our neighbors in Baltimore a total of 36,206 hours of service through the Homewood-based Center for Social Concern (CSC) and 36,907 hours of service through the East Baltimore-based Student Outreach Resource Center (SOURCE).

Community-based learning. Through community-based learning opportunities, students can connect service with classroom experiences. For example, as part of the Community-Based Learning Fellowship Program at CSC, a member of our faculty partnered with a local nonprofit agency to offer a course on how the intersections of race and class shape democracy in our nation’s cities. At the East Baltimore campus, SOURCE offers a monthly speaker series in which leaders from community-based organizations discuss organizational goals and missions as well as opportunities for volunteers.

Next steps

Student participation in the Diversity Leadership Council. The DLC is currently open to student members but has traditionally been comprised largely of staff and faculty. The council recognizes the importance of adding new student perspectives to its work and ensuring that student voices are empowered to affect university policy and programming. The DLC has therefore committed to create seats in its membership designated for students, to be filled during the regular annual nomination process.

Creation of a Homewood Diversity Council. Currently, seven of the nine Johns Hopkins schools have a diversity council or committee at the divisional level, whereas the Whiting and Krieger schools have relied on the universitywide DLC. At the suggestion of members of the faculty, and in consultation with the leadership of the DLC, the Whiting and Krieger deans have committed to creating a joint Homewood Diversity Council, which will focus on issues of particular interest to those divisions. The deans expect to finalize the group’s membership and charge in spring 2016 and convene the new council before the end of the semester.
- **Academic conference on race and inequality in Baltimore.** Under the leadership of the 21st Century Cities initiative, Johns Hopkins is spearheading an effort to organize a multi-university symposium in fall 2016 to explore the legacy of race-related policies and programs in Baltimore City.

- **Expansion of HopkinsLocal.** Inspired by the leadership of a JHU trustee, the university is now working to recruit other Baltimore businesses to join our economic inclusion effort, thereby leveraging our collective hiring and purchasing power to create lasting economic growth in our city.

- **P-TECH partnership schools.** Johns Hopkins is working to launch an innovative program called P-TECH at Dunbar High School in fall 2016. P-TECH is a public-private partnership that draws support from the business community, the city school system, and local community colleges. Over a six-year program, it helps students to achieve a high school diploma, an associates’ degree from a local community college (at no cost to the student), and the skills and knowledge to step directly into a healthcare-related job or pursue a further degree.
VIII. Seeking Community Feedback

The discussions that emerged over the past several months—with the Black Student Union, across our campuses, and within the administration—reflect a deep and passionate commitment to the values expressed in this Roadmap. They have prompted us to take a hard look at university practices and to consider new ideas and solutions to address longstanding issues.

It is critically important that this Roadmap continue to reflect the perspectives and contributions of the university community, and we invite and encourage input and participation.

Over the next several months, we will consult with all stakeholders and gather feedback and comments online, and in open meetings. We will look to student organizations, the divisions, and groups such as the Diversity Leadership Council to help reach broadly into our community for the views of students, faculty, alumni, and others, individually and in representative groups. We will revise the Roadmap to reflect this valuable input, and present a final document for approval by the Council of Deans and Board of Trustees in fall 2016.

The final Roadmap will include a multiyear timeline with mechanisms to measure progress and maintain accountability to the community. We will act with urgency—too many have waited too long for progress—but we acknowledge that lasting reform will take time, and course corrections may be needed from time to time. We also know that as we move forward, this work must take place in a setting of trust, with an openness and commitment to the change that will make our university stronger.