



# Homewood Council on Inclusive Excellence Annual Report, 2016 – 2017

Authored by the members of the Homewood Council on Inclusive Excellence (HCIE)  
Prepared and edited by: Jeff Gray, Darlene Saporu, and Abby Lattes

---

## Overview

The Homewood Council on Inclusive Excellence launched in September of 2016 with a forum that was open to the entire Homewood community. At the event, we discussed the Council's mission and charge and collected input on the most pressing diversity and inclusion concerns on the Homewood campus. We then solicited Council nominations from the entire campus and assembled a team, which included faculty, staff, postdocs, and undergraduate and graduate students, representing the Whiting and Krieger schools, as well as Homewood Student Affairs. This broadly representative campus-wide team is the first such initiative focused on diversity and inclusion on the Homewood campus in over a dozen years.

Based on the priorities identified by the community and the Council, we organized the Council into three subcommittees: Faculty, Education, and Climate. Each subcommittee brainstormed and selected goals for the year (see Table 1), and the subcommittees' work is detailed in this annual report.

### **Key outcomes from subcommittee work included:**

- A Homewood Master Mentoring plan
- Diversity Champions workshops in KSAS and WSE
- Graduate student orientation diversity modules
- Pilot course evaluations on inclusion

### **In addition, the full Council activities also included:**

- A meeting on WSE and KSAS priorities in diversity and inclusion with WSE Dean Ed Schlesinger and KSAS Dean Beverly Wendland. This meeting helped us align our goals for the year with the schools' priorities.
- A meeting about faculty diversity with WSE Vice Dean for Faculty Andrew Douglas and KSAS Vice Dean of Natural Sciences John Toscano. At this meeting, we reviewed the faculty demographics and recent hires and departures and discussed the Provost's Faculty Diversity Initiative and how it impacts faculty searches on the Homewood campus.
- A public event entitled, "Different Together," featuring City Councilman and alumnus Bill Henry. Councilman Henry discussed the long history of diversity and inclusion activism and change on campus.
- Establishment of a website (<http://hcie.jhu.edu>) that includes our mission and charge, membership, goals, and subcommittees.
- In cooperation with the deans, the establishment of departmental Diversity Champions to facilitate work on inclusive excellence within each department. One institute (JHU Information Security Institute, JHUISI) also appointed a Champion.

### **We presented these recommendations to the deans:**

- Authorize the Master Mentoring program plan to begin this fall and establish needed program staff support.
  - Task someone to create a system for oversight of mentoring, including setting expectations for new mentors, managing inducements for participation, and prompting mentors as needed.
- Acknowledge the significant service that will be requested of departmental diversity champions by suggesting to department heads and chairs that this work is recognized as a major service contribution.
- Set up an advisory committee of HCIE to review departmental Diversity Action Plans and provide feedback to the deans.
- Use the two open forums held by HCIE in AY 2016-2017 as precedents to establish biannual forums with students, faculty and staff at the Homewood campus.

- Authorize a broader opt-in course evaluation plan for the fall semester (pending data from pilot study).
- HCIE needs WSE administrative support for web updates, meeting logistics, etc.

While we believe that these accomplishments establish a strong foundation for the Council’s work, we also acknowledge that there is still much work to be done to make our campus more diverse and inclusive.

**Table 1**

<b><u>HCIE Goals Spring 2017</u></b>
<p><u>Faculty Subcommittee</u></p> <ol style="list-style-type: none"> <li>1. Host a Diversity and Inclusion Action Plan Workshop with Diversity Champions</li> <li>2. Research and recommend best practices to support chairs in achieving their D&amp;I goals</li> </ol>
<p><u>Climate, Culture, and Campus Environment (C3E) Subcommittee</u></p> <ol style="list-style-type: none"> <li>1. Include diversity and inclusion concepts/ideas in graduate student orientation to increase awareness and improve cross-cultural communication</li> <li>2. Recommend an inclusivity / climate question on all course evaluations</li> </ol>
<p><u>Education Subcommittee</u></p> <ol style="list-style-type: none"> <li>1. Pilot a Master Mentoring training workshop in two departments</li> <li>2. Research and recommend implementation of a departmental, small-group diversity/inclusion journal clubs to educate each local community on best practices and the dividends of inclusive excellence</li> </ol>

## 2017 HCIE Education Subcommittee Report

### Education Subcommittee Members:

Co-chairs: Jerry Prince, Andrea Quintero

Members: Lael Ensor, Frances Campbell, Renee Eastwood, Abhi Kumar, Abby Lattes, Dora Malech

### Key Recommendations for 2017:

1. Pilot the Master Mentor program, designed to create cohorts of experienced and well-trained expert mentors who are maximally effective at enhancing the career trajectories of junior faculty.
2. Initiate a seminar series and reading list on topics related to diversity and inclusion.

The Education Subcommittee asserts that excellence is impossible without diversity, and that homogeneity of any kind compromises intellectual pursuits and the educational experience. When we begin to think and act with respect to an historical context, we cease to treat gender, sexuality, religion, race, and ethnicity merely as topics to be covered or bodies to be counted. Instead, we affirm the value of experience and commit ourselves to fostering an educational climate to which everyone feels they are integral to and supported by the community.

The JHU Roadmap to Diversity provided us with a strong starting point from which to understand the university's educational landscape and its current commitment to diversity. As the Subcommittee on Education, we call on our community to pick up where the Roadmap has left off so that we can foster a more meaningful engagement with diversity, and one which includes attention to historical context. We believe that to consider diversity outside of historical precedent, and without historical weight, ignores the intersecting axes of identity, compromises our intellectual rigor, and simplifies the work that is needed to cultivate a truly inclusive and just educational environment.

This subcommittee affirms that history and experience matter. Both the history and the experiences of members of the JHU community determine classroom and campus culture and the creation of knowledge. The homogeneity in our departments and programs—up to this point—has meant that very narrow experiences have shaped the university's academic departments and other intellectual centers. According to the 2016 "JHU Report on Faculty Composition," women make up 32 percent of the Krieger and Whiting faculty, Asians 17 percent, Hispanics 4 percent, Blacks 2 percent, and Native Americans 0.1 percent. While these numbers obviously reveal a demographic problem, they also indicate an intellectual deficit. These statistics make us wonder what kinds of work and ideas are *not* being represented as a consequence of such a gross demographic imbalance. While we might be inclined to look at

these numbers and feel compelled to ask only, “how do we increase the representation of some group?” we need to be more innovative and pose a more forward-thinking question. As one Krieger professor asks, “What are we building here, intellectually?” It is this question that must be central to any charge on education and diversity.

In May 2017, our subcommittee submitted a recommendation to implement two new programs:

- Initiate a new workshop series to help senior faculty members improve their mentoring skills. Through the workshop faculty members will learn strategies to promote productive relationships, to provide constructive feedback, to encourage confidence, and to help deal with personal and professional barriers, including those related to diversity and inclusion.
- Initiate a seminar series and reading list for the Hopkins community to become more historically informed through facilitated discussions on key readings about diversity, its history, and the limitations of multiculturalism in order to foster a culture of historical awareness.

If endorsed by the deans, these programs are expected to start in Fall 2017.

Future priorities for the subcommittee include:

- Work with administration to expand and adapt training and educational programs that target the diverse needs of faculty, students, postdoctoral fellows, instructors, and staff.
  - Encourage departments/centers/programs to provide diversity-related educational opportunities for all students, postdoctoral fellows, staff, and faculty.
  - Create incentives that encourage faculty, students, post docs, instructors, and staff to participate in voluntary training and programming, and to positively communicate the benefits of taking part in such educational opportunities.
- Advocate and awards programs that support students and help recruit faculty members whose research or practice speaks to diversity in innovative ways.
- Create and maintain a resource of university-affiliated speakers who can provide advice and expertise on aspects of diversity and inclusion for departments/centers/programs.
- Create a safe space for faculty, staff, and students to share their stories. Our aim, then, is to use the stories as a window into making better sense of diversity issues on campus. We imagine collaborating with a group like the Center for Educational Resources to create a theatre group that could then use people's stories as learning tools. The theatre group would write scenes based on collected narratives to depict different scenarios that touch on racism, sexism, microaggressions, xenophobia, and use the scenes to facilitate discussions in different units across campus.

## 2017 HCIE Faculty Subcommittee Report

### Faculty Subcommittee Members:

Co-Chairs: Rigoberto Hernandez, Karen Fleming

Members: Christine Kavanagh, Matthew Brown, Ralph Etienne-Cummings, Tamara Villalon, Grace Hargrove

The Faculty Subcommittee has concentrated on two major tasks:

- The review of Diversity Action Plans (DAPs)
- The creation of monthly peer-to-peer diversity mini-workshops with diversity champions and with selected departments (one-time interactive presentations.)

The DAPs collected by KSAS in their first year (2016) have not yet been formally reviewed. However, these reviews have provided a point of reference for the review of the second-year DAPs that will be submitted by departments in 2017. The faculty subcommittee will develop a process by which all members of the HCIE will provide a review of these second-year DAPs. The reviews then will be collected and combined with an executive summary to be provided to Dean Wendland for her to use in subsequent advisement to the department chairs. The HCIE faculty subcommittee commends Dean Wendland for holding a yearly meeting with chairs where they affirm their commitment to diversity as this has been demonstrated (by Frank Dobbins, Harvard) to be an effective process for advancing diversity equity in industrial and academic groups.

- In WSE, diversity champions were established this spring, and the HCIE hosted a kick-off workshop that featured a presentation, "D&I 101," by Rigoberto Hernandez. In a follow-up meeting, the champions brainstormed barriers to inclusion and solutions to improve inclusion in their departments, and Dean Schlesinger joined the group to listen and discuss initial ideas. The first WSE departmental diversity action plans will be completed this fall.

The HCIE Faculty Subcommittee will work with the Education Subcommittee to promote peer-to-peer workshops with faculty that are focused on advancing diversity equity. They will follow the successful blueprint from OXIDE's NDEWs ([oxide.jhu.edu/NDEW2017](http://oxide.jhu.edu/NDEW2017)) to provide prima facie research (and data) from the social sciences, to interpret it for academic settings, and to allow for active participation by faculty. The first stage will include monthly meetings with Diversity Champions.

## 2017 HCIE Culture and Campus Climate Subcommittee

### Climate Subcommittee Members:

Co-Chairs: AJ Tsang, Ariane Kelly,

Members: Tobi Bosede, Philip Dorsey, Lisa Folda, Richard Helman, Carla Hopkins, Douglas Mao, Kaylin Moody

The HCIE C3 Subcommittee convened in November 2016, where we established six goals to improve inclusivity of the Homewood campus climate. These six goals were to:

1. Ensure that central administration has in place an action team poised to move quickly on the writing and review of statements regarding events affecting vulnerable communities at JHU, with the intent that these statements are prepared with thought and can be released without undue delay.
2. Ensure that when curricula are prepared, departments include as many diversity-content courses as would (in the department's view) be desirable.
3. Create an inventory of groups, efforts, and initiatives that are focused on improving diversity and inclusion on the Homewood campus.
4. Develop a strategy for the deans to gauge climate in the long term, so that surveys occur in a proactive way.
5. Create a graduate student orientation that emphasizes diversity and inclusion training similar to the programs that currently are being provided to undergraduates.
6. Develop new ways to help undergraduate students develop diversity and inclusion understanding, either during orientation or as part of their first-year experience.

By early 2017, we refined our goals and objectives to emphasize the evaluation of campus climate through new course evaluation content and through the development of new graduate student training modules. Throughout the spring semester, we elaborated on these two goals and worked with various offices, faculty, and administrators to provide a tangible baseline for next year's sub-committee. Each goal is discussed in more detail below.

### Goals and Objectives

1. Develop and include inclusivity question on course evaluations for Spring 2017

The committee worked with Professor Jeff Gray, Assistant Dean Darlene Saporu, and Mike Reese from the Center for Educational Resources to develop both qualitative and quantitative course evaluation questions to assess campus climate. After speaking with Vice Deans of Education Joel Schildbach and Ed Scheinerman, we reached out to approximately 30 professors whom we believed might be willing to pilot these course evaluation questions. These professors were selected from large, introductory level courses, as well as from some

smaller seminar courses. Of the 30 professors contacted, approximately 15 responded affirmatively and approximately 10 were able to successfully upload one of the following two questions to their annual course evaluation survey:

1. Quantitative: The professor created an environment that was welcoming and inclusive for all students.
  - a. The question was measured on a 1-5 scale (strongly disagree to strongly agree)
2. Qualitative: Please share any thoughts on the degree to which the professor made the class environment welcoming and inclusive.

Wording also could be adapted at the discretion of the professor or faculty member. Surveys were administered in April as part of the EvaluationKIT-based course evaluations and results are expected in late summer.

2: Develop a diversity and inclusion curriculum/experience for graduate student orientation  
In parallel, the sub-committee worked with Richard Helman (Director of Graduate Admissions, KSAS/WSE), Christine Kavanagh (Assistant Dean for Graduate Affairs, WSE), and Renee Eastwood (Director of Graduate Affairs, KSAS) to develop proposals for a new graduate student orientation training module related to diversity and inclusion. We determined that the best way to integrate this training would be to have Dean Saporu and Multicultural Affairs Advisor Carla Hopkins speak at graduate student orientation for 10 to 15 minutes, since time limitations are unable to allow for a longer presentation. To ensure continuity, the sub-committee also recommended that additional diversity training workshops be made available during the course of the semester.

In terms of including such training at a departmental level, we also considered proposing the training be conducted during graduate students' required research training. However, this training is also financially focused, and would require reworking to include diversity and inclusion information.

### **Next Steps for the C3 Committee:**

- Look at current undergraduate curriculum for diversity opportunities. Richard Helman and Graduate Admissions will work with OMA to see what OMA programming can be adapted for the graduate student community



- Talk to Dean Wendland and Dean Schlesinger about moving forward with required diversity training program, similar to Responsible Conduct of Research and Lab Safety training.
- Schedule Darlene Saporu and Carla Hopkins to speak at orientation. Note that because students must swipe in with J-card on the second day, it seems it would be best to include the diversity component on the schedule then.
- Pilot another set of inclusivity course evaluation questions in August, after telling faculty about this opportunity to improve inclusivity in the classroom.
- Examine the classroom environment and ascertain what we can do to support faculty in efforts to foster a more inclusive classroom environment.
  - In particular, look at developing resources for professors at the beginning of the semester, with the hope that they will create an inclusive classroom and opt to include the inclusivity evaluation questions at the end of the semester.
- Examine postdoc and graduate data, in addition to the undergraduate data currently in the process of being acquired from the provost's office.

## 2016 – 2017 HCIE Members

Name		Group	Department
Jeff	Gray	Faculty, HCIE Chair	ChemBE
Rigoberto	Hernandez	Faculty, HCIE Vice Chair	Chemistry
Karen	Fleming	Faculty	Biophysics
Ralph	Etienne-Cummings	Faculty	ECE
Jerry	Prince	Faculty	ECE
Doug	Mao	Faculty	English
Lisa	Folda	Faculty	Public Health Studies
Dora	Malech	Faculty	Writing Seminars
Shani	Mott	Faculty	Africana Studies
Lael	Ensor	Staff	Visual Resources Center
Carla	Hopkins	Staff	HSA / OMA
Ariane	Kelly	Staff	PILOT Learning
Abby	Lattes	Staff	WSE
Andrea	Quintero	Postdoctoral fellow	Psych. / Brain Science
Tobi	Bosede	Graduate Student	Applied Math
Phillip	Dorsey	Graduate Student	ChemBE
Kaylin	Moody	Graduate Student	ECE
Grace	Hargrove	Undergraduate Student	Biology
Frances	Campbell	Undergraduate Student	ECE
Tamara	Villalon	Undergraduate Student	International Studies
Abhi	Kumar	Undergraduate Student	MCB
Matthew	Brown	Undergraduate Student	Public Health Studies
AJ	Tsang	Undergraduate Student	Public Health Studies
Renee	Eastwood	Ex Officio	KSAS
Richard	Helman	Ex Officio	KSAS
Christine	Kavanaugh	Ex Officio	WSE
Darlene	Saporu	Ex Officio	KSAS/WSE