



# Homewood Council on Inclusive Excellence Annual Report, 2018 – 2019

Authored by the members of the Homewood Council on Inclusive Excellence (HCIE)

Prepared and edited by: Rigoberto Hernandez, Darlene Saporu, Jeffrey Gray, and Lael Ensor-Bennett

---

## HCIE's Roles and Vision

The Homewood Council on Inclusive Excellence (HCIE) serves to support the Deans' vision in diversity, equity and inclusion and to work in concert with the Assistant Dean for Diversity and Inclusion, Darlene Saporu, to achieve the vision. Our two schools (WSE and KSAS) are committed to advance a diverse body of students, faculty and staff. As we aspire towards inclusive excellence, we expect that our demographics and climate will reflect our commitment. In concert with the fact that everyone in our community teaches, we expect that diversity and inclusion is a part of everyone's responsibilities. HCIE's role is thus to facilitate and foster an inclusive environment for our entire community.

## Summary of 2018-2019 Activities

In our third year, we have worked on many issues relating to faculty diversity, campus climate, and diversity awareness. Our year began with a retreat in August 2018 where we discussed approaches for managing diversity equity in terms of transactional and policy solutions led by OXIDE team members, Rigoberto Hernandez and Srikant Iyer. This helped the council prioritize the development of policy positions that we can recommend and advise to the Homewood Campus Deans, rather than the creation of events or programs that are not

best served by an advisory committee such as the HCIE. We also redefined/renamed our subcommittees based on the current priorities. This year the subcommittees were:

1. Culture Climate and Classroom Experience. The **C3E** is charged to: identify ways to better understand our campus environment; document how various members of the community (students, graduate students, postdocs, staff, and faculty) feel about their experiences at Homewood; and develop ways to assess the climate and leverage these data.
2. Diversity Education and Inclusive Classrooms. The **DEIC** is charged to: identify and develop effective strategies for promoting an inclusive environment facilitating education for our diverse student body; communicate these strategies with the Homewood community; and identify innovative ways to inform and engage our community in diversity issues and best practices.
3. Faculty, Graduate Student and Postdoc Development and Diversity. The **FGPDD** is charged to: recommend departmental and institutional practices/policies that facilitate recruitment/hiring, development, and advancement of URM and women students, postdocs and faculty; identify institutional impediments to student and faculty diversity and develop strategies that can be executed at the school and departmental level; and focus on the varied career pathways from graduate student to senior professor.

Our subcommittees drafted goals that were revised with advice from the Deans to align to school strategic objectives. The three subcommittees and their goals at the outset of the academic year are summarized in Table 1, and their outcomes are summarized here.

**Key outcomes from past recommendations, subcommittee work, and this year's HCIE include:**

- KSAS and WSE now have Diversity and Inclusion web pages linked from their home pages. Thank you!
- The FGPDD subcommittee developed a framework for graduate students—to be called graduate diversity leaders—to play a role as diversity and inclusion champions within departments in parallel with the Faculty Diversity Champions, and will bring that forward in the next year.
- The FGPDD subcommittee has identified an unmet need for pre-professional advising for post-undergraduate students (i.e. masters students, post-bacs, etc.). The

subcommittee recommends appropriate resources be allocated to determine the size of this population, identification of underrepresented students, availability of advising resources, and assessment of professional mentorship in these programs.

- The C3 subcommittee continues to investigate a way to properly measure classroom climate in the context of the limitations afforded by the student evaluation system. They strongly support the efforts of the DEIC subcommittee, and recommend that course evaluation is a needed component.
- The DEIC supported a working group of STEM teaching faculty in collaboration with the Center for Educational resources to develop a two-hour workshop for incoming and current Teaching Assistants with the goal of providing TA's with improved pedagogical techniques/skills. Furthermore, the workshop will use a D&I framework to discuss how student identity impacts learning. The workshop will launch this summer for Chemistry and Biology TA's on Aug 27<sup>th</sup>.
- The DEIC subcommittee prepared and piloted statements on diversity and inclusion to be included in the KSAS and WSE syllabus omnibus as an optional addition for instructors, and we recommend its adoption.
- The HCIE continued work in areas from prior years, including: analyzing outcomes from the pilot course evaluation survey questions on inclusion

### **Recommendations to the deans:**

- Diversity Action Plans (DAPs) written and maintained need to be managed by an administrative unit within the Homewood Campus, and should be advised by faculty and students which may be drawn, in part, from the HCIE.
- HCIE strongly supports the Hopkins Universal Design for Learning (HUDL) Initiative (<https://provost.jhu.edu/about/hudl/>), and recommends that the Homewood Campus remain strongly engaged. This can include:
  - Continue support for professional development for faculty on best practices for inclusive classrooms.
  - An increase in the adoption of statements on diversity and inclusion to be included in course syllabi through the support of the Homewood Schools. This could be facilitated through the addition of a recommendation for such adoption in the biannual teaching omnibus statement.
  - We recommend that the biannual teaching omnibus statement to the faculty include a new item describing effective practices for preparing video materials and their dissemination. Such materials should satisfy requirements for universal access, and in particular include closed captions. This last requirement is critical because most/much of the material presently available in online course videos

for students does not have CC, and it is very expensive to retroactively add captions.

- Recommend financial support for the workshop training of Teaching Assistants across all STEM departments on using inclusive teaching practices upon successful completion of the Chemistry & Biology pilot workshop staged in August 2019.
- Continue efforts to improve campus climate, and be responsive to recent student concerns.
- Continue efforts to respond to the needs of the disability community ensuring that they have sufficient support staff and appropriate, accessible space.
- Continue or restart the LAUNCH committees for junior faculty.

**Table 1**

**HCIE Goals 2018-2019**

Faculty, Graduate Student, and Postdoc Diversity and Development (FGPDD) Subcommittee

1. Continue to review Diversity Action Plans and provide feedback to department Chairs and Deans.
2. Assess relevant areas of the Roadmap on Diversity and provide feedback to the Office of Diversity and Inclusion.

Climate, Culture, and Campus Environment (C3E) Subcommittee

1. Re-evaluate course evaluation diversity and inclusion question pilot data and run a second pilot in the spring semester with improved questions and larger test group.
2. Liaise with DLC and CDO Fenimore Fisher to develop practices for collecting climate data. Assess current state of climate surveys and evaluate readily available data. Initiate conversations with campus affinity groups and relevant campus offices to collect data on opportunities for diversity and inclusion work and gather input on campus climate issues.
3. Assess relevant areas of the Roadmap on Diversity and provide feedback to the Office of Diversity and Inclusion.

Diversity Education/Inclusive Classrooms (DEIC) Subcommittee

1. Compile and share a list of resources for promoting an inclusive classroom environment.
2. Draft and pilot an "Inclusive Excellence and Classroom Climate" statement for syllabi.
3. Summarize findings from the HCIE 2017 inclusivity course evaluations.
4. Gather experiential data about classroom experiences from current undergrad population.
5. Lay the foundation for future inclusive classrooms by exploring a graduate/undergraduate mentorship program.

**Table 2**

2018 – 2019 HCIE Members				
<b>Karen</b>	Fleming	Faculty	Professor	Biophysics
<b>Jeff</b>	Gray	Faculty	Professor; HCIE Vice Chair	ChemBE
<b>Rigoberto</b>	Hernandez	Faculty	Professor; HCIE Chair	Chemistry
<b>Jerry</b>	Prince	Faculty	Professor	ECE
<b>Rachel</b>	Karchin	Faculty	Professor	BME
<b>Dora</b>	Malech	Faculty	Assistant Professor	Writing Seminars
<b>Jeanne-Marie</b>	Jackson	Faculty	Assistant Professor	English
<b>Joel</b>	Bader	Faculty	Professor	BME
<b>Trevor</b>	Mackesey	Faculty	Sr. Lecturer	CLE
<b>Lael</b>	Ensor-Bennett	Staff	Asst. Curator	Visual Resources Collection (VRC)
<b>Natalie</b>	Strobach	Staff	Director of Undergrad Research	KSAS Dean's office
<b>Alexandra</b>	Gittens	Graduate Student		Chemistry
<b>Jocelyn</b>	Haversat	Graduate Student		CMDB
<b>Suhas</b>	Eswarappa Prameela	Graduate Student		Materials Science Eng
<b>Chang</b>	Liu	Graduate Student		
<b>Madelynn</b>	Wellons	Undergraduate Student	Advocates for Disability Awareness	Sociology / Psychology
<b>Naisa</b>	Rahman	Undergraduate Student	Interfaith Council, JHU Muslim Assoc.	Public Health Studies
<b>Kiana</b>	Boroumand	Undergraduate Student	Foreign Affairs Symposium, Law Review	Sociology
<b>Kendall</b>	Free	Undergraduate Student	Black Student Union	Materials Science
<b>AJ</b>	Tsang	Undergraduate Student	SGA Class Senator	Public Health Studies
<b>Renee</b>	Eastwood	Ex Officio	Director of Graduate Academic Affairs	KSAS
<b>Richard</b>	Helman	Ex Officio	Director of Graduate Admissions	KSAS
<b>Christine</b>	Kavanaugh	Ex Officio	Asst. Dean of Graduate / Postdoctoral Academic Affairs	WSE
<b>Moses</b>	Davis	Ex Officio	Assoc. Dean for Diversity and Inclusion	HSA
<b>Darlene</b>	Saporu	Ex Officio	Asst. Dean for Diversity and Inclusion	KSAS/WSE