# Homewood Council on Inclusive Excellence Annual Report (2021-22)

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## HCIE's Roles and Vision

The Homewood Council on Inclusive Excellence (HCIE) serves to support the University's commitment to diversity, equity and inclusion (DEI) on the Homewood campus; to serve as an advisory body to the Deans; and to identify ways to improve our campus climate by engaging with stakeholders. The council works in concert with the Assistant Dean for Diversity and Inclusion, Darlene Saporu, to achieve the joint DEI vision of Homewood stakeholders. In short, HCIE's role is to facilitate and foster an inclusive environment across and for our entire community within our two schools (WSE and KSAS).

## HCIE's 2021-22 Approach: Support Existing DEI Offices

In recent years, the number of DEI initiatives and staff has grown at both the University and Homewood levels. This trend is reason for celebration. But such growth must also be well-managed to avoid duplicity of efforts and, sometimes, even bottlenecks in the implementation of well-intended ideas. Because HCIE is comprised of volunteers, we decided that our collective will and time could be best used to support, rather than duplicate, existing DEI efforts. To this end, we launched 3 major efforts:

First, we began the 2021-22 academic year by **conducting an inventory of all DEI-related offices at Homewood.** See "Recommendations" section below.

Based on this list, HCIE Leadership first met with two DEI leaders at JHU:

      a.  Katrina Caldwell, Chief Diversity Officer at JHU

      b.  Kelly Barry, Executive Director for Student Success

During these meetings, we introduced Katrina and Kelly to HCIE, heard about their goals and initiatives for the year, and invited them to give us a list of areas where HCIE might be able to partner to advance DEI goals.

Second, we drew on the thoughts shared by Katrina and Kelly, as well as the ideas expressed by HCIE members, to **create 4 new Working Groups (WGs).** All HCIE members were asked to join at least 1 WG (some members chose to join multiple WGs). Microsoft Teams was used to communicate within the WGs.

The 4 WGs were:

1. Support for the Center for Student Success (CSS) and FLI students
2. Anti-Racism Pilot Certificate Program (using the Safe Zone training model)
3. Raise awareness of HCIE at Homewood and JHU
4. Faculty Recruitment

Third, and as part of our effort to build community across Homewood's DEI advocates, we drew from our inventory to **invite the leaders of various DEI offices as guest speakers for the first 30 minutes of HCIE's monthly meetings**. This offered HCIE members a chance to meet and learn more about other DEI initiatives on campus. And it also allowed DEI offices to learn more about HCIE and to inform HCIE where they could use assistance from HCIE. This year, we had the following guest speakers:

| Meeting | Guests |
|---|---|
| 10/14/2021 | Kelly Barry – Director of Center for Student Success |
| 12/9/2021 | Cathy Axe – Executive Director Student Disability Services) |
| 2/3/2022 | Christopher Celenza, James B. Knapp Dean, Krieger School of Arts and Sciences and Ed Schlesinger, Benjamin T. Rome Dean, Whiting School of Engineering |
| 3/14/2022 | Charles Lu, Associate Dean of Diversity and Inclusion, and Abbey Nawrocki, Associate Director of LGBTQ Life & Gender Identity |
| 4/19/2022 | Demere Woolway -Executive Director of Inclusive Excellence Education and Development |

# Summary Reports of WGs

## Support for the Center for Student Success (CSS) WG

**Members:** Rina Agarwala (chair), Haadiya Ahmed, Shemika Brooks, Trevor Mackesey, Nathan Mudrak, Sunita Thyagarajan, Elmer Zapata-Mercado

**Goals**: Assist CSS in the following areas that CSS requested HCIE's help with:

- Review & reform course evaluations to assess classroom climate on inclusivity
- Identify metrics that measure sense of belonging in the classroom and research settings. Work with departments to create DEI statements on department websites and syllabi by offering a template and facilitating departmental discussions

**Summary of 2021-22 Activities:**

1. **Course Evaluations:** We conducted a review of course evaluations at peer institutions. Based on our review, we found that a particularly effective way to improve classroom climate is to ask about and reward *positive* experiences with inclusivity in classrooms (rather than featuring/punishing negative experiences). Some examples include:

- Duke: question about a "positive learning environment"
- Mount Holyoke: question about "being respectful of students"
- Amherst: "Please describe the nature of your interactions with the instructor in this course, including the instructor's engagement with student questions and ideas in class, their cultivation of an inclusive learning environment, their availability outside class, and the feedback you received on your course work"
- Brown: "Did [instructor name] foster an environment where all students - including yourself - were treated with respect and their questions and perspectives welcomed? How did the instructor accomplish this?" Found students had a space where they were guided to assess classroom culture/climate

After presenting these finding to Dean Celenza and Dean Schlesinger, we met with the Vice Deans of Undergraduate Education in WSE (Dean Falk) and KSAS (Dean Rowe) to share our findings and learned that the Vice-Deans are currently organizing an Ad Hoc Committee to reevaluate teaching.

**Next steps for HCIE:** The HCIE needs to finalize what type of question would be most effective (quantitative or qualitative) and get an update from the Vice Deans on the Ad Hoc committee report to see how this might be implemented in the near future.

2. **Department Websites and syllabi DEIA statements:** HCIE members expressed that current and prospective students and faculty place substantial weight on such statements and would like to see more of them at JHU. Therefore, HCIE agreed to design a template statement that could serve to jumpstart discussions within departments on whether/how to post such a statement on their websites and syllabi.

To this end, we researched similar statements at peer institutions and worked with Cathie Axe (whose office was also drafting such a template) to draft the following Diversity, Equity, Inclusion, and Accessibility statement template.

"The Department of [insert] embraces a notion of an intellectual community enriched and enhanced by values of diversity, inclusion, equity, and accessibility at all levels. Our Department celebrates differences in age, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, and other characteristics that make our community members unique. We actively cultivate learning environments where diversity of thoughts, perspectives, and experiences, are recognized, respected, and seen as a source of strength.

To support students whose primary language is not English, services are available on campus including language workshops and individual appointments. For more information, contact English Language Support at [insert CLE email address, phone number]. Individuals with disabilities (including those with psychological conditions, medical conditions, and temporary disabilities) may request services and accommodations by providing an Accommodation Letter issued by the Office of Student Disability Services (SDS).

The statement was reviewed by General Counsel, who directed us to the Chief Diversity Officer (Katrina Caldwell, PhD) for final approval of the statement.

**Next steps for HCIE:** The template should be finalized and circulated to department heads and chairs. Department Chairs/Heads can hold a conversation with their faculty to draft a departmental statement that has the department's support. Such statements are meant to serve as an aspirational goal for departments and indicate an expressed commitment to achieving that goal.

3. **Syllabi guidelines:** Deans Rowe and Falk offered to support the effort. WSE is already using a template drafted by HCIE.
   **Next steps for HCIE:** Do we want KSAS to use the template, too (Dean Rowe said she would be happy to implement it)? Or do we want to phase out template approach and go straight to

**Recommendation to the Deans:**

- **Request Department Chairs to initiate conversations within their departments on departmental DEIA statements on their websites and in their syllabi, and encourage faculty to include a question on inclusivity in their course evaluations.**

individualized guidelines? We can also use upcoming centralized system for syllabi (Eface?) from Provost office.

# Anti-Racism Pilot Certificate Program WG

**Members**: Sunita Thyagarajan (chair), Jeff Gray, Charles Lu, Haadiya Ahmed, Shemika Brooks, Tristan Cabello, Sloan Cargill, Keri Frisch, Richard Helman, Jenny Quijano Sax

**Goals:**

- Anti-racism training idea pivoted to HCIE members
- Mapped out a plan to offer anti-racism training for undergraduates, graduates, faculty and staff
  - Offer as a FYS on anti-racism for undergraduates
  - Offer as a training with certification for graduate students
  - Offer a tiered certification program for staff (with incentives to progress towards higher levels (tied to promotions, salary increase etc.)
  - Construct training modules for faculty similar to that for staff. Recognize and reward faculty who have already implemented these practices in their classrooms and research labs
- Implementation would include the following:
  - Connecting to interested faculty to develop modules, workshops and the FYS curriculum
  - Network with divisions and offices across campus to learn about individual efforts with idea to collaborate and not have to reinvent the wheel
  - Reach out to the Dean's office to provide funds to create new content and implement the training process

**Summary of 2021-22 Activities:**

- FYS for undergrads in WSE
  - In conversation with WSE to implement anti-racism training for undergraduate students through the FYS. Trevor Mackesey is point person at WSE for the FYS. Stephanie Mathew and Charles Lu have drafted a proposal and curriculum to co-teach a FYS (Anti-Racism 101) and are waiting for updates as to whether the course can be launched this academic year (waiting for approval from Michael Falk, presumably?)
    - Other offices (e.g. Joseph Colon at Office of Multicultural Affairs) are also engaging with undergraduates beyond the first year to get feedback on their progress with DEI and anti-racism discussions. Our subcommittee will add this information to our document re: training for undergraduates.
  - Discussions with CTEI on modules and workshops for graduate students and faculty (met with Kelly Clark and Mike Reese)
    - The CTEI offers several training and listening workshops for faculty and graduate students. Are happy to share their resources and collaborate. They have advised against reinventing the wheel, so any proposed certification programs can be an extension of their offerings, or we could piggy-back on their work/efforts. Plan is to meet again in the Fall with an idea to collate all offerings from various offices and see how we (HCIE) can advise/recommend implementation of these workshops.
  - Discussion with Demere Woolway on training for staff and faculty
    - There are hurdles to engaging senior faculty. Modules and programs can be created but how do we create incentives for people to engage.
    - Need to reach out to the Office of Disability Services to see how we can work together to fold in Disability issues into the anti-racism training.

- **Recognize and reward faculty and staff who implement DEI and anti-racism philosophies and create a welcoming and inclusive environment for students and staff**
- **Include Anti-Racism course as a part of FYS or encourage inclusion in other FYS courses**
- **Help create a web page or link to collate all resources linked to DEI related workshops, training, offices and mentors at Homewood**
- **Create promotional videos for Anti-Racism course (and other FYS courses that focus on anti-racism) to be marketed in the Identity & Inclusion asynchronous workshop**
- **Create an evaluation system that can measure and provide insight to learning outcomes from the Anti-Racism course**

# HCIE Awareness WG

**Members**: Alex Tan (chair), Shemika Brooks, Lael Ensor-Bennett, Christine Kavanagh, Tilak Ratnanather

**Goal**: Raise awareness about HCIE and build campus DEIA connections/ relationships, including a focus on Accessibility & Disability

**Summary of 2021-22 Activities:**

1.  Recognizing an unmet need to address accessibility for our hearing-impaired community members, we assembled a set of common-sense recommendations for increasing ADA accessibility via (a) creating an accessibility kit (comprising of one assistive listening device, an iRig2, a TRSS audio cable, a audio Y-splitter, a tablet running Microsoft Translator or Live Captions and a HDMI cable to connect latter to a large flat panel) to be checked out as well as (b) creation of self-help guides for speakers, staff and professors to increase accessibility to hearing-impaired community members such as how to initiate captions with Powerpoint 365 or Google Slides.  These recommendations have been submitted to Darlene.

2. In discussing "raising awareness about HCIE," we realized that gaining greater clarity on what we do and who we are was a necessary first step. Re-examining the larger vision of HCIE illustrated that we have evolved beyond our role as an advisor body to also include a more directly engaged more directly role as "catalyst." This new vision of HCIE was vetted and approved, ultimately reflected in our new, more approachable HCIE website.

3. Through the above efforts, we learned that HCIE (and the deans) strongly supports our greater engagement with Homewood partners to identify and collaborate on internally and externally identified projects.

**Next Steps for HCIE:**

1. Creation and release of user-friendly self-help guides to increase accessibility to community members with hearing loss and other neurodiverse issues (see Tilak Ratnanather's informative PowerPoint slides)

2a. The website is completed, but there are two aspects left to complete based on the original plan. The first is a logo. The second is a form that allows individuals or organizations to be able to suggest collaborations or projects to be tackled. In our last discussion, it was suggested that the diversity fellow could be tasked with creating a logo; alternatively, a logo contest (with prize) may also be appropriate. For the latter, before launching a form, a vetting process must be created – who will review them, who is eligible to submit, what criteria will be used to determine projects selected? Again, it was hypothesized that the diversity fellow may be a good individual to at least administratively be involved.

2b. Now that the HCIE information has been updated on the website, we would suggest creation of a one-pager to be used in a larger Homewood-wise communication strategy raising awareness across campus. This one-pager may include: general information, examples of how we can help, how to ask for help, timeline (if appropriate).

2c. As suggested by the deans, HCIE leadership should connect with the Shared Governance Council.

3. We propose one way to raise Homewood community awareness of HCIE and engage community members in DEI issues is a community-wide Hackathon in which teams can participate in problem-solving efforts on a defined topic.  To achieve this, a budget will be necessary to cover hosting the event and award a prize to the winning team.

**Recommendations to the Deans:**

- **Purchase a set of ADA accessibility kits to be used by our Homewood community members.**
- **In the future, this increased engagement will include events and projects, for example a hackathon or illustrative training videos, whose success will depend on budgetary support.**

# Faculty Recruitment WG

**Members**: Fadil Santosa (chair), Jeffrey Gray, Rigoberto Hernandez, Christine Kavanagh, Nadia Nurhussein, James Spicer, Brianna Whitehead

**Goals:** Discuss the current faculty search procedure and make recommendations to JHU on how to ensure that searches are conducted to achieve excellence.

**Summary of 2021-22 Activities:**

There is a wealth of material available online.  The committee read several hiring procedures and guidelines including

       a. Hiring and excellent and diverse faculty – Search practices for the WSE (Fall 2015)

       b. Searching for Excellence and Diversity – A Guide for Search Committees at the University of Wisconsin-Madison, Second Edition, by Eve Fine and Jo Handelsman, WISELI 2012.

       c. **Handbook for Faculty Searches and Hiring**, University of Michigan, 2018.

d.   **Support for Faculty Search Committees**, UC Berkeley.

There are a lot of commonalities among these documents.  What we gleaned from reading them is that it is important for these practices to be adhered to.  Our discussion led to the conclusion that while many departments consult JHU's search procedures, the level to which each step is followed varies from department to department.

**Recommendations to the Deans:**

- **There should be a <u>single</u> hiring procedure, preferably provided by the Provost's Office. The procedure should have check points with authorities at the dean's office level making sure that each step is adhered to, with corrective measures to ensure that search practices are followed consistently.**
- **There is strong agreement that one of the most important aspects of a search is the diversity of the applicant pool.  How this can be accomplished by each department is not clear because different disciplines have different networks they can tap into.**
  <u>Recommendation</u>**: Each department should be tasked with creating a recruitment plan, which includes a list of professional organizations and programs through which they will advertise openings.  The plan should also include building formal and informal networks of talent pipelines.**
- **Develop talent pipeline for the professorate locally.  Departments should leverage the newly established VTSI and Percy Pierce fellowship programs.  There are also postdoctoral programs on campus that could serve as a talent pipeline.**
  <u>Recommendation</u>**: Create an inventory of graduate and postdoctoral fellowship programs within JHU and provide this information to departments.**

| 2021 – 2022 HCIE Members | | | | |
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| **Rina** | Agarwala | Faculty | Associate Professor, HCIE Chair | Sociology |
| **Tristan** | Cabello | Faculty | Associate Director and Lecturer, Master of Liberal Arts | AAP - Liberal Arts |
| **Jeff** | Gray | Faculty | Professor | ChemBE |
| **Rigoberto** | Hernandez | Faculty | Professor | Chemistry |
| **Trevor** | Mackesey | Faculty | Senior Lecturer | CLE |
| **Nadia** | Nurhussein | Faculty | Associate Professor | English & Africana Studies |
| **Tilak** | Ratnanather | Faculty | Associate Research Professor | BME/Center for Imaging Science |
| **Fadil** | Santosa | Faculty | Professor, Math Chair, Vice-Chair of HCIE | Applied Math |
| **James** | Spicer | Faculty | Professor | Materials Science |
| **Alexandra** | Tan | Faculty | Director, Post-Bac Premedical Program & Director, Post-Bac Health Science Intensive Program | Post-Baccalaureate Premedical Program / AAP, Center for Biotechnology Education |
| **Sunita** | Thyagarajan | Faculty | Senior Lecturer | Chemistry |
| **Tristan** | Cabello | Faculty | Associate Director and Lecturer, Master of Liberal Arts | AAP - Liberal Arts |
| **Shemika** | Brooks | Staff | Staff Psychologist | Counseling Center |
| **Lael** | Ensor-Bennett | Staff | Curator, Visual Resources Collection | History of Art |
| **Keri** | Frisch | Staff | Program Manager | Public Health |
| **Jennifer** | Sax | Staff | Associate Director of Study Abroad | Office of Study Abroad |
| **Elmer** | Zapata Mercado | Postdoctoral Researcher | | Biophysics |
| **Briana** | Whitehead | Graduate Student | | Biophysics |
| **Haadiya** | Ahmed | Undergraduate Student | Multicultural Leadership Council President | International Studies |
| **Nathan** | Mudrak | Undergraduate Student | | Molecular & Cell Biology |
| **Araceli G.** | Frias | Ex Officio | Assistant Dean for Diversity and Inclusion | KSAS |

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| **Richard** | Helman | Ex Officio | Director of Graduate Admissions | KSAS |
| **Christine** | Kavanagh | Ex Officio | Assistant Dean of Graduate / Postdoctoral Academic Affairs | WSE |
| **Charles** | Lu | Ex Officio | Associate Dean of Diversity & Inclusion | HSA |
| **Darlene** | Saporu | Ex Officio | Assistant Dean for Diversity and Inclusion | WSE |