

Johns Hopkins Carey Business School



Roadmap for Diversity, Equity, Inclusion, and Belonging

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JOHNS HOPKINS
CAREY BUSINESS SCHOOL

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Executive Summary

Carey Business School's Roadmap is an aspirational strategic plan for improving diversity equity, inclusion, and belonging. It outlines and summarizes the recommendations made by the task force formed for this purpose. The recommendations aim to be impactful to the Carey Business School community and the broader communities of Baltimore and Washington, D.C., in which the school operates. Each recommendation has a suggested implementation owner and a timeline for identifying and marking progress or completion within one to five years.

These recommendations reflect the school's promise and mission.

The Carey Business School promise is to "shape leaders who seize opportunities to create lasting value in an ever-changing world."

The Carey Business School mission is to "expand Johns Hopkins University's pursuit of research, discovery, and education through dynamic learning opportunities, innovative faculty, and interdisciplinary collaborations to help shape leaders who seize opportunities to create lasting commercial and societal value."

The world is indeed ever-changing and increasingly intertwined. The leaders we shape must operate in a diverse environment and excel in creating equity and lead inclusively both in their businesses and society. To achieve its educational mission, Carey must foster an engaged community of diverse people, thought, experiences, and interests, both internally at the school and more broadly with local, national, and international partners.

We have organized this Roadmap to address each facet and lens of the Carey ecosystem and make recommendations for pursuing higher standards of excellence in diversity, equity, inclusion, and belonging. The sections of the Roadmap are as follows:

- Introduction
 - 1. Statement of Values and Commitment
 - 2. Culture and Climate
 - 3. Education
 - 4. Faculty
 - 5. Staff
 - 6. Students
 - 7. Alumni
 - 8. Engaging in Baltimore and Washington, D.C.
- Conclusion

The faculty, staff, and students who served on the task force and ideated this Roadmap firmly believe that the school has some unique opportunities. It is imperative to advance Carey's promise and mission by adopting these recommendations. We thank you for your interest and involvement in promoting diversity, equity, inclusion, and belonging.

Introduction

BACKGROUND

Carey Business School's Roadmap has its roots in the Johns Hopkins University Roadmap on Diversity and Inclusion, which began in 2015, and was published in 2016. That publication was a university-wide effort led by the Johns Hopkins Diversity Leadership Council that highlighted how the diversity of people, thought, and experiences are essential to the university's mission. It also highlighted that the full inclusion of individuals and ideas in our work is vital to our long-term success.

Carey Business School's version of the Roadmap began in early 2020 when Dean Alex Triantis spoke with the school's leadership team about deliberately renewing our school's efforts around diversity, equity, inclusion, and belonging. On March 3, 2020, Dean Triantis announced his intention to form a task force to create a strategic plan modeled after the Johns Hopkins University Roadmap.

In early March 2020, the COVID-19 pandemic became a reality. The pandemic forced all faculty and staff to adapt to a new normal for remote operations and necessarily delayed the task force's kickoff. Despite the challenges, the task force's first meeting, including four faculty and four staff representatives, was held on May 1, 2020.

In May 2020, George Floyd's death (and many others that preceded it, including the death of Freddie Gray five years prior in Baltimore) served as a galvanizing force that threw into sharp relief the need for many institutions, including Carey Business School, to actively address racial justice and other diversity, equity, and inclusion issues.

Many of our students felt called to this work, formed advocacy groups, and requested a more prominent voice in making recommendations for action at the school. In June and July, we solicited additional involvement from student leaders and formally welcomed a group of four students onto the task force in early August 2020.

Meanwhile, on July 1, 2020, Katrina Caldwell became vice provost and chief diversity officer of Johns Hopkins University. On July 8, President Ron Daniels announced the creation of a task force to review the Johns Hopkins Roadmap on Diversity and Inclusion, make new recommendations, and deepen the institution's commitment and action.

In Fall 2020 and early 2021, the Carey task force spent considerable time in the ideation and creation of this initial Roadmap draft and consultation with the ongoing university effort. We will gather additional stakeholder input in Spring 2021, prior to finalizing these recommendations for Carey leadership.

In this time, our country continues to struggle with diversity, equity, and inclusion: we have witnessed a rise in attacks on the Asian community, inequity of vaccine distribution for Black, native, disabled, and other underserved populations, and ongoing litigation regarding LGBTQ rights. Clearly, our work is far from finished.

WHAT WE HOPE TO ACCOMPLISH

This Roadmap seeks to engender and give rise to goals that are simple in vision, however, more complicated in execution - to forge an ecosystem at Carey Business School that is vibrantly diverse, exceptionally inclusive, effectually equitable, and a place where everyone feels that they belong. Achieving this ecosystem requires trust and engagement across Carey Business School's many facets: as a workplace, as a learning environment, and as a community.

In aggregate, faculty, staff, students, alumni, and community partners should have a clear perception and understanding that the school actively values and seeks to recruit, hire, develop, retain, and work with individuals with diverse backgrounds and experiences for the benefit of the school's broader community. All stakeholders should be able to observe evidence of a diverse and inclusive community across the entire school.

We have work to do to realize this vision fully. We must:

- increase representation across the spectrum of roles at the school, at all levels, including leadership,
- reinforce and communicate consistent practices around equity and inclusion, and
- enhance and further develop a culture of trust and belonging.

Dean Triantis and the school's leadership seek to recruit and retain high-quality faculty and staff members who embody the school's values, advance the school's mission, and pursue growth in their graduate business careers. Faculty and staff should feel appreciated and confident that their contributions and voices influence the school's direction. Recognition and feedback, whether formal or informal, must be candid and fair. Positive faculty and staff collaborations are also essential for the benefit of our students and the school community.

In addition, Carey seeks to recruit and educate a broad student population that is inclusive of the world and encompasses our local Baltimore and Washington, D.C., communities. When students transition to alumni, they continue to bring tremendous value to the school and society, including playing a role in recruiting prospective students or providing meaningful employment opportunities for students. Carey must further support these groups to continue building the talent pipeline.

As an emerging business school, Carey looks to firmly establish itself as a leader in the global sector and locally within the Baltimore and Washington, D.C., communities. The national reckoning with systematic racism and injustice demands accountability for falling short of these goals. To fully realize the goal of being a global leader, Carey must rise to the moment and become a champion of diversity, equity, inclusion, and belonging for all.

Statement of Values and Commitment

Carey Business School's values are an initial north star for this Roadmap, and provide the foundation that guides the strategy, ethos, and actions of the school. The core values anchor Carey's diversity and inclusion aspirations, reach, and the pathway forward into future years. They are representative of the shared commitment by faculty, students, staff, and school leadership that promotes the accrual of value creation while encompassing different constituencies externally and internally.

RELENTLESS ADVANCEMENT

Carey seeks to surpass the status quo and advance Johns Hopkins University's pursuit of excellence.

BOUNDED CURIOSITY

Carey embraces continuous learning as essential for the pursuit of discovery and innovation and recognizes the critical role curiosity and learning play in successfully executing this Roadmap.

COLLABORATIVE LEADERSHIP

Carey stewards and fosters an inclusive environment for faculty, students, and staff across divergent beliefs, views, and cultural backgrounds.

UNWAVERING HUMANITY

Carey practices and promotes conducting business with humanity in mind, advancing society and shaping leading citizens.

At Johns Hopkins
Carey Business School we value

Relentless Advancement

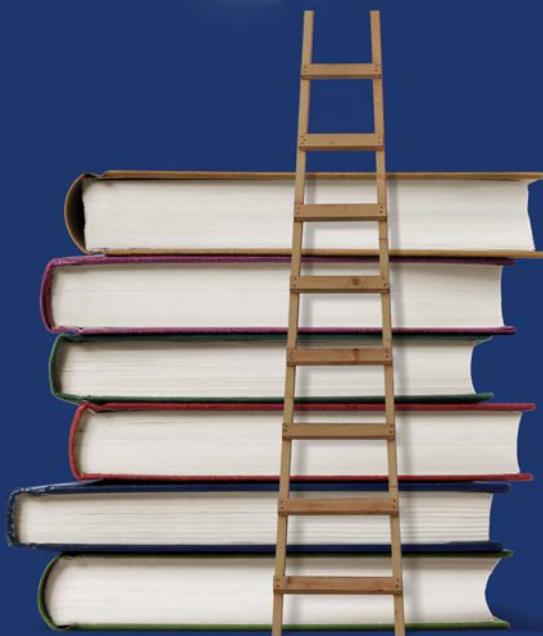
Challenge the status quo.



At Johns Hopkins
Carey Business School we value

Boundless Curiosity

Have a hungry mind, wired for exploration, always seeking, discovering, and innovating.



Our recommendation: Establish a core commitment to **PURPOSEFUL JUSTICE**

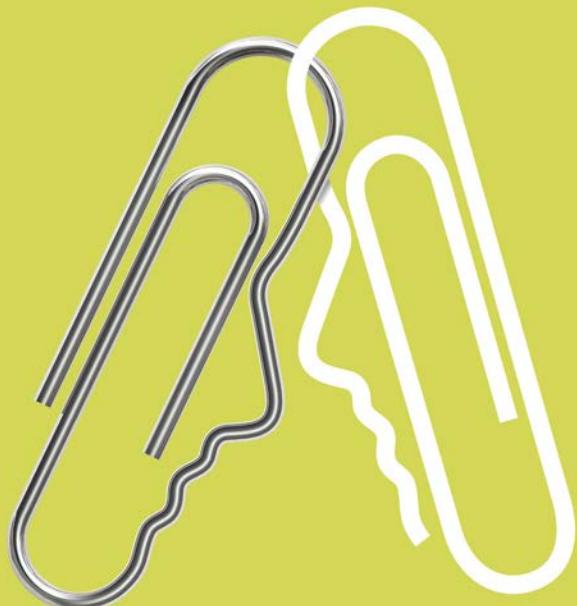
Given the gravity of the work required to build a more diverse and inclusive ecosystem at Carey, the task force proposes an additional commitment from Carey: that of purposeful justice. Each member of the Carey community must uphold and foster justice and equity – be it racial, gender, social, disability, or health equity. Equity implies that an individual may need to experience or receive something different (not equal) in order to maintain fairness, obtain access, or achieve excellence. Justice is the commitment to deliver on the promise of equity, and we believe that Carey should be purposeful in its pursuit.

Each of the Carey values in concert with a commitment to purposeful justice underpins the analysis, aspirations, and recommendations set forth in the Roadmap document.

At Johns Hopkins
Carey Business School we value

Collaborative Leadership

Foster an inclusive environment.



At Johns Hopkins
Carey Business School we value

Unwavering Humanity

Commit to business with
humanity in mind.



Culture and Climate

This section outlines the plan to enhance and advance the culture and climate for all Carey Business School members, and the governance of these diversity, equity, inclusion and belonging initiatives moving forward.

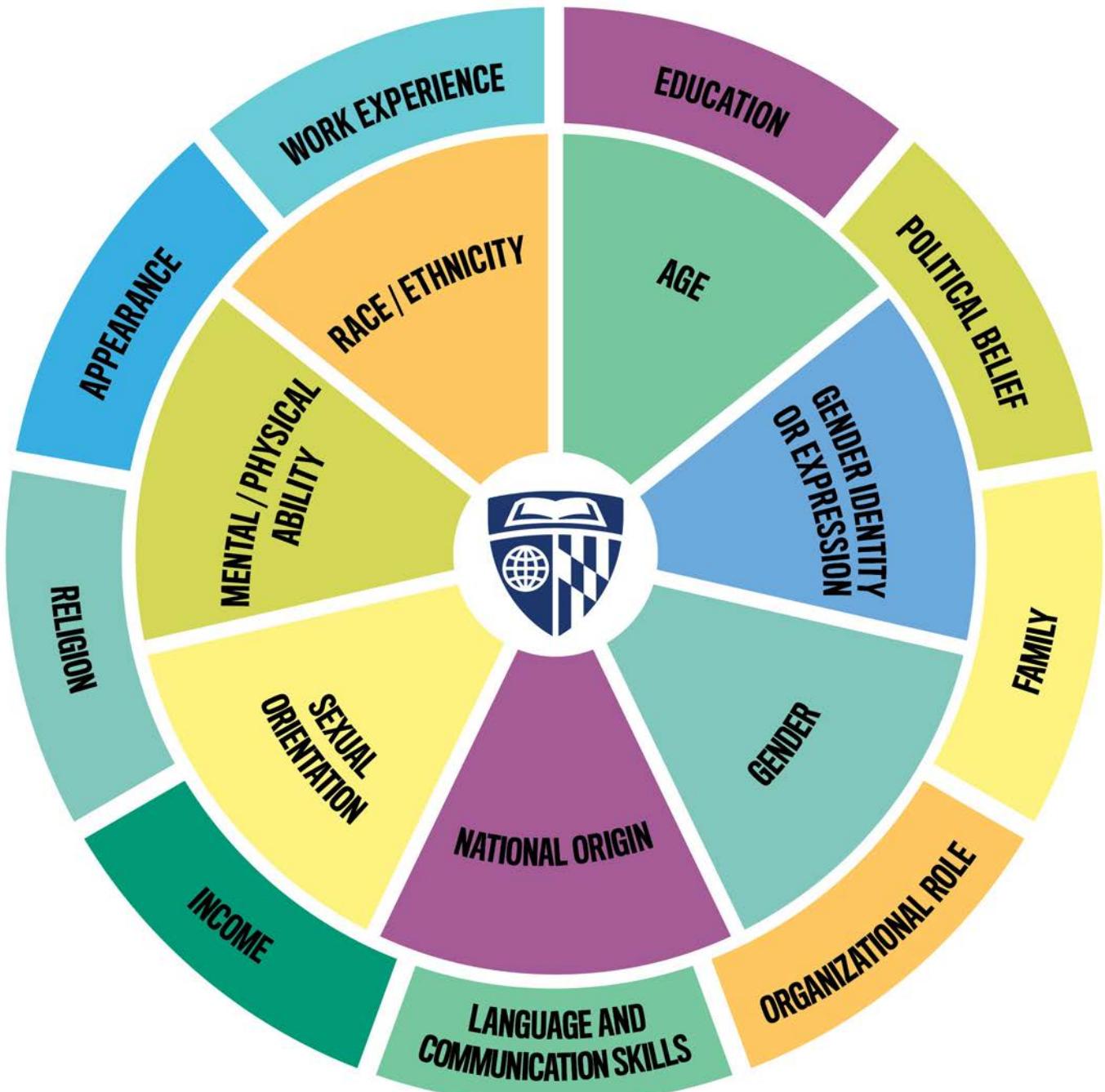
The Johns Hopkins Diversity Leadership Council developed the Diversity Wheel, depicted to the right, to describe various aspects of diversity. Some of these aspects of diversity are visible, some are invisible, and some, like identifying as having a disability, may be both. Most individuals have a combination of these diverse factors that influence their perspective and worldview. Recognition of this intersectionality is fundamental to valuing every Carey student, faculty, or staff member in their complete identity. Incorporating an evolingly complex understanding of what factors affect equity is critically important to implementing a culture of inclusion and belonging at Carey.

To achieve this goal, Carey should focus on several areas:

- 1) **Trust and Psychological Safety** – Providing a space high in trust and psychological safety allows all members to discuss areas of concern, doubts, and fears that they may have as a Carey community member.
- 2) **A Climate of Learning** – Implementing our boundless curiosity value, the Carey community should remain open to others' contributions, feedback, and criticism and approach interactions not with defensiveness but rather as a chance to learn and improve.
- 3) **A Culture of Welcome** – Members of the community should be openly and warmly invited to see others like themselves represented within the community, particularly within leadership, and thereby feel confident and able to show up as their complete, authentic selves.

As we migrate from basic diversity demographics to more holistic inclusivity, the school's focus needs to shift from merely measuring diversity metrics to enhancing metrics that measure inclusion and belonging.

Keeping this in mind, we make the recommendations in the pages to follow.



Culture and Climate (continued)

Recommendation 2.1: Establish a Council on Equity and Belonging (CEB), a dean-level advisory council, to oversee implementation and accountability of this Roadmap's recommendations.

1) Carey's Task Force for Diversity, Equity, Inclusion, and Belonging, Management Council, and student leaders will partner on creating a council that will focus on governance and will include faculty, staff, students, and alumni.

👤 Responsible for Implementation: Dean, Carey Business School

⌚ Timeline for Implementation: Create council and make appointments by Summer 2021

Recommendation 2.2: Offer a regular climate survey to faculty, staff, and students that specifically emphasizes inclusion and belonging for all. Implement relevant feedback provided in the climate survey.

1) Partner with the university's Office of Diversity and Inclusion to offer a regular climate survey, at minimum every other year but preferably annually.

👤 Responsible for Implementation: CEB and Executive Director, Human Resources and Talent Management

⌚ Timeline for Implementation: Offer the first survey by the end of Spring II 2022

2) Identify next steps for improving climate after the survey data are analyzed.

👤 Responsible for Implementation: Executive Director, Human Resources and Talent Management, Carey Office of Institutional Data and Analytics, CEB, and Management Council

⌚ Timeline for Implementation: Discuss survey results and next steps by Fall I 2022

Recommendation 2.3: Systematically reinforce Carey's values and diversity, equity, inclusion, and belonging with all school stakeholders.

1) Continue to host monthly open conversations and workshops to discuss diversity, equity, inclusion, and belonging.

👤 Responsible for Implementation: Faculty and Staff Committee for Diversity and Inclusion (CDI)

⌚ Timeline for Implementation: Hold ongoing monthly conversations

2) Continue to conduct thorough exit interviews with all faculty and staff to identify opportunities for improvement and expand questions that specifically evaluate culture and climate.

👤 Responsible for Implementation: Executive Director, Human Resources and Talent Management

⌚ Timeline for Implementation: Enhance exit interviews starting Fall I 2021

3) Maintain updated information on the Carey public website and intranet that shows the ongoing work relating to diversity, equity, inclusion, belonging, and community engagement.

👤 Responsible for Implementation: Marketing and Communications, CEB Member(s), and Executive Director, Human Resources and Talent Management

⌚ Timeline for Implementation: Post initial content by Fall I 2021, conduct a semi-annual content review as needed.

Recommendation 2.4: Ensure that all school community members understand their options for handling concerns.

If any Carey community member expresses a concern, they will be addressed professionally and with care. Carey Business School aligns with the university on procedures and protocols for employees to bring forth concerns or requests for assistance.

1) Make a concerted effort to communicate, in multiple mediums (email, website, orientation or onboarding materials, etc.) the following options for handling concerns:

Faculty and staff have several mechanisms to handle concerns around diversity, equity, inclusion, or belonging and should choose what mechanism they feel best fits the situation at hand:

- Faculty and staff are encouraged to communicate directly with others when possible or when the matter might stem from a misunderstanding or miscommunication.
- Faculty and staff may always consult with their human resources contact, particularly if they need counsel on approaching a situation with a manager or peer.
- Matters may be escalated to the Executive Director, Human Resources at Carey, if needed.
- Concerns regarding discrimination or harassment may fall under the Office of Institutional Equity's purview, and employees may report these to that office.
- The Johns Hopkins University SPEAK2US hotline is also available 24/7 to express any concerns (1-844-773-2528 or online at johnshopkinsspeak2us.com).

Students also have mechanisms to handle concerns around diversity, equity, inclusion, and belonging and should choose the mechanism they feel best fits the situation at hand:

- Students are encouraged to communicate directly with others when possible or when the matter might stem from a misunderstanding or miscommunication.
- Students may always consult with student affairs staff, their academic advisor, or program manager, particularly if they need counsel on approaching a situation with a peer or other school community members.
- Matters involving staff or faculty may be escalated to the executive director of Human Resources at Carey or the Associate Dean for Faculty Affairs, respectively, if needed.
- Concerns regarding discrimination or harassment may fall under the Office of Institutional Equity's purview, and students may report these to that office.
- The Johns Hopkins University SPEAK2US hotline is also available 24/7 to express any concerns (1-844-773-2528 or online at johnshopkinsspeak2us.com).

🕒 Responsible for Implementation: Vice Dean for Faculty and Research (Faculty), Executive Director, Human Resources and Talent Management (Faculty and Staff), Executive Director, Student Affairs (Students)

🕒 Timeline for Implementation: Communicate annually starting Fall I 2021

2) Regular surveys will measure the effectiveness of these communications and general understanding (e.g., Gallup, Student Satisfaction) that will ask community members if they know how to report concerns and measure their confidence that relevant parties will address their problems.

🕒 Responsible for Implementation: Vice Dean for Faculty and Research (Faculty), Executive Director, Human Resources and Talent Management (Staff), Vice Dean for Education (Students) in collaboration with university resources or Director of Institutional Research

🕒 Timeline for Implementation: survey question to be added to annual student survey for the academic year (AY) 2021-2022

Education

This section recommends ways in which the Carey Business School will include diversity, equity, inclusion, and belonging topics in the curricula and the classroom. The overall goals behind the recommendations of this section are threefold:

1. To ensure that every student is aware, from enrollment, that the values of diversity, equity, inclusion, and belonging are woven into Carey's culture.
2. To ensure that every student has encountered a discussion around diversity, equity, inclusion, and belonging in their relevant field at least once before graduation.
3. To ensure that every course presents an inclusive climate that increases belonging to the school.

With these goals in mind, our recommendations are as follows:

Recommendation 3.1: Orientation or early co-curricular activities for every academic program will include the importance of the concepts of diversity, equity, inclusion, and belonging in business.

1) Identify program-related needs and learning objectives surrounding diversity, equity, inclusion, and belonging to add to orientation or early co-curricular activities (offered within the first term).

👤 Responsible for Implementation: Academic Program Directors in conjunction with the Associate Dean for Academic Programs and Vice Dean for Education

⌚ Timeline for Implementation: Conduct a needs-assessment during AY 2021-2022

2) Include a relevant workshop or module in orientation or early co-curricular activities

👤 Responsible for Implementation: Academic Program Directors, Academic Program Managers, and Integrated Learning

⌚ Timeline for Implementation: Offer the workshop or module in Fall I 2022

Recommendation 3.2: Every program should provide some opportunities for field-related discussions around diversity, equity, inclusion, and belonging for students enrolled in that program.

1) Identify appropriate courses in each program that would be amenable to including a discussion on diversity, equity, inclusion, and belonging in the relevant field of the program.

and/or

2) Identify faculty members within programs that express interest and/or ability in leading such a discussion within their existing courses. Provide opportunities for training for interested faculty members in leading and facilitating difficult conversations.

👤 Responsible for Implementation: Curriculum Sub-committee chairs and relevant course leads in conjunction with Associate Dean for Academic Programs and Vice Dean for Education, Assistant Dean for Teaching and Learning

⌚ Timeline for Implementation: Identify faculty or courses and/or make course changes by Fall I 2023



Recommendation 3.3: Investigate the expansion of executive education course offerings beyond broad concepts of diversity and inclusion (such as **Leading Inclusively**, a current course) to include deeper dives into topics such as **Racial Equity, Leadership, and Race, Disability Equity and Accessibility, or others**.

- 👤 Responsible for Implementation: Assistant Dean of Executive Education, Academic Director of Executive Education, and faculty with expertise in diversity and leadership
- ⌚ Timeline for Implementation: Offer the course in AY 2022-2023

Recommendation 3.4: Every faculty member will implement general accessibility and inclusion best practices in their teaching.

- 1) **Identify resources to empower faculty to incorporate inclusive teaching practices. Resources could be in the form of assistance to identify cases with minority or female protagonists featured in a positive light or identifying minority or female guest speakers in positions of leadership or providing appropriate workshops on inclusive training.**
 - 2) **Provide opportunities and resources for faculty to increase accessibility in their teaching practices. Resources could be in the form of identifying and providing technological solutions to increase accessibility or providing appropriate workshops on accessible teaching.**
 - 3) **Add a question about accessible and inclusive course delivery to the end-of-course student evaluation and consider adding a question to the end-of-year faculty annual reports.**
- 👤 Responsible for Implementation: Vice Dean for Faculty and Research, Associate Dean for Faculty Affairs, and Associate Dean for Academic Programs, Assistant Dean for T&L
 - ⌚ Timeline for Implementation: Offer ongoing opportunities, starting Fall I 2021
 - 👤 Responsible for Implementation: Vice Dean for Faculty and Research, Associate Dean for Faculty Affairs, and Associate Dean for Academic Programs
 - ⌚ Timeline for Implementation: Add appropriate questions by Spring I 2023.

Faculty

This section will address diversity, equity, inclusion, and belonging within the faculty. We will address two aspects - first, increasing the faculty's diversity via hiring, and second, managing the faculty climate to ensure equity, inclusion, and belonging.

Recommendation 4.1: The Carey Business School established a Faculty Diversity Initiative Action Plan (FDI) Committee in 2016 that sets goals to increase the faculty's diversity. We recommend continuing this committee to improve hiring practices and increase the diversity of our faculty. We have two recommendations for this committee:

1) Since 2016, the Faculty Diversity Initiative Action Plan Committee has required one diversity advocate per faculty search (hiring) committee. The advocate receives hiring-specific diversity training to ensure best hiring practices. We recommend that all faculty search (hiring) committee members be required to take this diversity training every two years.

- ⌚ Responsible for Implementation: Vice Dean for Faculty and Research and Associate Dean for Faculty Affairs
- ⌚ Timeline for Implementation: Begin training for all search committees formed starting Fall I 2021

2) Per existing practice, Carey Business School will continue to publish aggregate faculty demographic data via the university Faculty Composition Report. A link to this report will be added to the Carey webpage for prospective faculty.

- ⌚ Responsible for Implementation: Faculty Diversity Initiative Action Plan Committee, Director, Institutional Research and Data Analytics, Executive Director, Human Resources, and Marketing web team
- ⌚ Timeline for Implementation: Publish link by the end of Fall II 2021, update annually as needed

Recommendation 4.2: Expand efforts to hire post-doctoral fellows and invite visiting faculty from underrepresented communities.

- ⌚ Responsible for Implementation: Dean, Vice Dean for Faculty and Research, and relevant faculty.
- ⌚ Timeline for Implementation: Begin efforts in Spring 2022

Recommendation 4.3: Increase diversity in faculty leadership positions such as vice, associate, assistant deans, and academic program directors.

1) Increase the faculty leadership pipeline by identifying (including self-identification) and creating a process for faculty belonging to underrepresented groups to self-identify as aspiring to future administrative and leadership roles. Work with those faculty members to develop a targeted development plan related to exposure to administrative matters or projects. Continue active nomination/participation of 1-2 faculty members in the annual University Leadership Development Program.

- ⌚ Responsible for Implementation: Vice Dean for Faculty and Research, Executive Director for Human Resources, and relevant faculty.
- ⌚ Timeline for Implementation: ongoing, beginning Spring 2022

2) Commit to hiring diverse faculty in leadership positions subject to the availability of the right talent.

- ⌚ Responsible for Implementation: Dean
- ⌚ Timeline for Implementation: Adopt a statement of commitment, Fall I 2021

3) Include additional data on faculty leadership demographics in the annual Faculty Composition Report (see Recommendation 4.1.2). Continue to collect demographic data for the applicant and candidate pools for publicly posted faculty leadership positions.

- ⌚ Responsible for Implementation: Institutional Research and Data Analytics, Executive Director for Human Resources
- ⌚ Timeline for Implementation: ongoing annually, starting Fall II 2021

Recommendation 4.4: Ambiguity in processes such as promotions, resource allocation, and end-of-year evaluations can lead to perceptions of inequality, leading to a climate that may be detrimental to the overall feeling of inclusion and belonging. Hence, we recommend increasing the transparency and objectivity of these processes.

1) Create a working group consisting of junior and senior faculty, practice, and research track to identify areas that could benefit from increased transparency and objectivity. Some areas may include yearly resource allocations (including pay equity), criteria for promotion, and criteria for end-of-year faculty evaluations.

- ⌚ Responsible for Implementation: Vice Dean for Faculty and Research and Executive Director, Human Resources and Talent Management
- ⌚ Timeline for Implementation: Form working group by the end of Fall I 2021

2) The working group will review the Faculty Handbook and highlight ambiguity relating to an appointment, annual evaluation, and promotion.

- ⌚ Responsible for Implementation: Working group
- ⌚ Timeline for Implementation: Review and recommend by the end of Spring II 2022

3) Vice Dean for Faculty & Research, along with the Dean and senior faculty, will review the working group's recommendations and determine how best to incorporate them into the Faculty Handbook.

- ⌚ Responsible for Implementation: Vice Dean for Faculty & Research, Senior Faculty
- ⌚ Timeline for Implementation: Review and revise by the end of Fall II 2022



Faculty (continued)

Recommendation 4.5: Conduct an annual climate check for Carey faculty members and provide a communication channel with the leadership.

1) The Council for Equity and Belonging (CEB) faculty group will review the annual climate survey results

(Recommendation 2.2), conduct additional focus groups if necessary, and bring recommendations to the Dean, Vice Dean for Faculty and Research, and the senior faculty regarding faculty climate.

- 👤 Responsible for Implementation: Institutional Research and Data Analytics, faculty members of the CEB
- ⌚ Timeline for Implementation: annually, at the end of the academic year, beginning in fall 2022



Recommendation 4.6: Embed the issues of diversity, equity, inclusion, and belonging in research and training events.

1) The current research seminar series should include speakers from diverse backgrounds. Additionally, each series should include at least one speaker that can speak to diversity, equity, inclusion, and belonging within the relevant areas.

👤 Responsible for Implementation: Research Seminar Series Chairs

⌚ Timeline for Implementation: ongoing starting Fall I 2021

2) Provide ongoing training opportunities for faculty in topics such as implicit bias, identifying microaggressions, discussing race in the classroom, the historical origins of and present-day systems that reinforce racial inequity in the United States, incorporating inclusion and equity in the classroom, the effects of disability on learning and the concept of neurodiversity. This training can overlap with efforts mentioned under Recommendation 3.1. Each faculty member will be strongly encouraged to attend at least one workshop or seminar per year.

👤 Responsible for Implementation: Faculty and Staff Committee for Diversity and Inclusion (CDI) in conjunction with Assistant Dean for Teaching and Learning, and Associate Dean for Faculty Affairs, Office of Faculty and Research

⌚ Timeline for Implementation: ongoing, starting Fall I 2022



Staff

Every staff member at Carey Business School should have what they need to do their best work. They should be able to bring their whole selves to their work, have opportunities to learn and develop in support of their career objectives, and feel that their work has an impact and is valuable.

Recommendation 5.1: Increase staff diversity and publish representation data

Openness and access to diversity statistics data are a foundational element of building accountability for diversity and representation. Carey will continue to participate in and support the JHU Staff Composition Report's continued publication to measure the long-term success of hiring and retention efforts, particularly in leadership and management roles.

1) Commit to intentionally seeking to increase diverse representation at all levels of the organization, particularly in leadership and management roles.

- 🕒 Responsible for Implementation: Dean and Carey Management Council
- 🕒 Timeline for Implementation: Adopt a statement of commitment by Fall I 2021

2) Ensure consistent application of the established best practices for fair and inclusive hiring. These practices would be implemented while internally or externally posting all staff roles, appointing diverse hiring committees, requiring unconscious bias training for all interviewers (at minimum every two years), and using clear hiring criteria and evaluation practices. These practices have been developed in alignment with the University and confirmed in consultation with a staff working group, which meets every six months to ensure continued alignment.

- 🕒 Responsible for Implementation: Office of Human Resources
- 🕒 Timeline for Implementation: Offer comprehensive training for Carey hiring managers by June 2021 and annually after that. Conduct annual and ad hoc audits of unconscious bias training participants. Perform regular review and revision of internal communications and intranet tools and resources, with the first review by Fall I 2021.

3) Work with the university's talent acquisition team to ensure active outreach to underrepresented communities and the local communities in Baltimore and Washington, D.C., as part of the recruiting strategy for staff roles.

- 🕒 Responsible for Implementation: Office of Human Resources, University Human Resources and Talent Acquisition
- 🕒 Timeline for Implementation: ongoing

4) Measure success in this endeavor by steady progress in diverse representation as measured by the JHU Staff Composition Report.

- 🕒 Responsible for Implementation: Executive Director, Human Resources and Talent Management
- 🕒 Timeline for Implementation: annually

Recommendation 5.2: Fair and equitable compensation is a critical component of ensuring an inclusive workforce. Conduct a formal pay equity audit of all staff roles every three years to ensure equity to market and internally.

1) In addition to ensuring compliance with applicable federal, state, and local legislation regarding pay equity, proactively review staff compensation with an eye to equity.

2) In addition to the formal pay audit, review internal equity periodically during the hiring of new staff and annually before finalizing annual merit increases.

- 🕒 Responsible for Implementation: Executive Director, Human Resources and Talent Management.
- 🕒 Timeline for Implementation: Formal pay equity audit every three years.

Recommendation 5.3: Effectively communicate available learning opportunities for

all staff, including managers and aspirational managers.

Carey Business School supports the ongoing learning and development of staff members with work-related projects and supplemental education in conjunction with their career aspirations. In addition, the school will provide staff with opportunities to engage in community-based learning and public service.

1) Formally address individual employee learning and development needs every six months during the mid-year and annual review cycles.

- 👤 Responsible for Implementation: Carey managers
- ⌚ Timeline for Implementation: ongoing, starting Fall I 2021

2) Create targeted development plans with each staff member. Targeted development plans address specific ways to advance professional development and career growth for current staff, including honest development feedback. Development plans may also include stretch assignments and formal or informal learning opportunities.

- 👤 Responsible for Implementation: Carey managers and Carey Office of Human Resources
- ⌚ Timeline for Implementation: Provide ongoing communication of learning opportunities. Offer regular training for managers to increase capabilities to create development plans with employees by Fall II 2021.

3) Develop a school succession plan with a focus on actively developing internal resources for management and leadership roles.

- 👤 Responsible for Implementation: Carey Office of Human Resources
- ⌚ Timeline for Implementation: Develop a plan by the end of AY2022

Recommendation 5.4: Equip managers and leaders to lead and manage inclusively.

1) Work with University talent management to invest in training and support mechanisms that equip managers to lead and manage diverse and inclusive teams effectively. Enhance their capabilities to conduct inclusive meetings, assign projects equitably across their teams, provide timely and relevant feedback, hold regular retention conversations with their team members, etc. Identify training and engagement exercises to strengthen managerial skills.

- 👤 Responsible for Implementation: Office of Human Resources
- ⌚ Timeline for Implementation: Offer ongoing training opportunities starting Fall I 2021. Increase training and capacity building for managers to have retention conversations by Summer 2022.

2) All Carey managers should create an environment of welcome and belonging, which is essential for retaining diverse staff and leads to more productive educational and business outcomes. Confirm environment of belonging or gaps through regular engagement survey measurement or climate survey, in conjunction with available university surveys. The Staff Composition Report will measure long-term retention outcomes.

- 👤 Responsible for Implementation: Carey's managers and leaders, Executive Director, Human Resources and Talent Management.
- ⌚ Timeline for Implementation: annual surveys, ongoing

Students

Carey students should feel welcome, safe being themselves, supported in their expression, and included within the Carey community. The school leadership will involve students in policy creation, community building, and cultural competency initiatives where appropriate. Carey should continue seeking improvement in the prospective student recruitment processes and ensure that the Carey student body reflects the vibrantly diverse world.

Recommendation 6.1: Take actions aimed at increasing the diversity of applicants across all programs.

1) Review and expand the collection of demographic data upon application or enrollment for applying and admitted students. Partner with the Office of Admissions to create a more comprehensive application that allows students to record granular demographic data to build a more accurate picture of diversity at Carey.

Examples of proposed demographic questions are:

- i) Gender identification? Answers should include choices such as non-binary, two-spirit, trans, gender fluid, etc.
- ii) Are you a first-generation college student?
- iii) Are you a DACA recipient?
- iv) Do you identify as having a disability?

👤 Responsible for Implementation: Associate Dean for Admissions and Student Experience

⌚ Timeline for Implementation: Starting Fall I 2022

2) Publish enhanced demographic data on Carey's website for diversity and inclusion. Making these data available to both current and prospective students will:

- a) Increase transparency and accountability, signaling that Carey is committed to recruiting a diverse group of students.
- b) Contribute to open, positive communication between faculty, staff, and students around topics of diversity, equity, inclusion, and belonging.

👤 Responsible for Implementation: Associate Dean for Admissions and Student Experience

⌚ Timeline for Implementation: Starting Fall I 2023

3) Continue implementing and refining the strategy for attracting and recruiting an increasingly diverse student population. Strategies currently include:

- a) Establishment of partnerships with Baltimore area schools
- b) Establishment of partnerships with Historically Black Colleges and Universities (HBCUs)
- c) Focus on increasing the diversity of international students
- d) Identifying and publicizing specific scholarships that may be beneficial to certain groups of students

👤 Responsible for Implementation: Associate Dean for Admissions and Student Experience, Student members of the Council for Equity and Belonging (CEB)

⌚ Timeline for Implementation: Provide additional recommendations by the end of Spring II 2022

4) Review metrics and goals set in the strategy

👤 Responsible for Implementation: Dean, Associate Dean for Admissions and Student Experience, Student Members of the CEB

⌚ Timeline for Implementation: conduct an annual review

Recommendation 6.2: Make students an integral part of diversity initiatives at Carey.

1) Include student voices and opinions in relevant diversity-related activities and decisions. For example, hold Listen and Learn Dialogues to build understanding.

👤 Responsible for Implementation: Faculty and Staff Committee for Diversity and Inclusion (CDI), Student Collaborative for Inclusive Change (SCIC), and Council for Equity and Belonging (CEB).

⌚ Timeline for Implementation: Hold bi-annual joint meetings between the groups starting Fall I 2021

2) Include student representatives in future schoolwide task forces that address diversity, equity, inclusion, and belonging where appropriate.

👤 Responsible for Implementation: Dean

3) Ensure students have access to networking opportunities that align with their racial, gender, orientation, and ethnic identities.

👤 Responsible for Implementation: Assistant Dean for Career Development; Sr. Associate Director for Student Diversity and Inclusion, Office of Alumni Relations, Carey Affinity Groups

⌚ Timeline for Implementation: Hold bi-annual meetings with at least one representative from each group starting Fall I 2021



Alumni Engagement

Carey Business School has an increasingly diverse alumni community. The school's efforts to bolster inclusion and belonging within its ecosystem should include this critical group of stakeholders. Actions should consist of supporting alumni and harnessing their collective knowledge and expertise to support the school's broader efforts towards inclusion and belonging.

Recommendation 7.1: Expand and support diverse alumni networks.

Specific affinity networks within Carey's alumni community are mediums for professional development, networking, support to current students, mentorship, and engagement in university efforts. Our goal is to establish, support, and grow alumni networks that reflect our students' and alumni's cultural, gender, and identity diversity.

There are currently two identity-based alumni networks: Black Alumni Network and Women's Alumni Network. We have two recommendations:

1) Establish other alumni networks, including networks representing the LGBTQ+, Asian and Latinx communities.

2) Include a representative from each network on the Dean's Alumni Advisory Board (DAAB).

- ⌚ Responsible for Implementation: Alumni or graduating student members of Council for Equity and Belonging (CEB) and Development and Alumni Relations (DAR)
- ⌚ Timeline for Implementation: Create networks by the end of Spring II 2022; Make DAAB appointments from these networks in AY 2022-2023.

Recommendation 7.2: Establish a more significant linkage between diverse alumni and recruitment efforts.

As Carey seeks to grow its diversity across the school's entire ecosystem, alumni can play a critical role in increasing the student body's diversity. The visibility of and accessibility to alumni from underrepresented backgrounds can help attract prospective students from similarly diverse backgrounds.

1) Develop a strategy to include diverse alumni, including alumni networks, in the school's recruitment efforts in a visible and accessible manner beyond including alumni in large recruitment events. Also, organize one-on-one conversations or informational interviews with notable and diverse alumni.

- ⌚ Responsible for Implementation: Office of Admissions, DAR
- ⌚ Timeline for Implementation: Develop a strategy by the end of Fall II 2021.



Recommendation 7.3: Develop and expand connection opportunities for diverse alumni and students.

Alumni, in general, are a critical resource for students and the school. More specifically, however, alumni from diverse backgrounds are invaluable resources for students from similarly diverse backgrounds. For example, LGBTQ+ alumni can provide precise guidance and insight on navigating identity in the workplace that builds on career and professional development offerings uniquely.

Thus, we recommend that Carey create a strategic approach to connecting students and alumni for development, networking, and coaching.

1) Create a strategy for alumni engagement through all aspects of student life, primarily focused on connections for students with diverse backgrounds.

👤 Responsible for Implementation: Student members of CEB, Student Affairs, Career Development Office (CDO), and DAR

⌚ Timeline for Implementation: by the end of Spring II 2022

2) Create robust alumni programming with insights into industry trends from a diverse lineup of speakers to help advance both alumni and current students' readiness to join a competitive, global employment market.

For example, focus on diversity of speakers for the CDO Alumni Speakers Series; partner with Leadership Development Program Alumni and Alumni Affinity groups (Black Alumni Network, Women in Business, Out for Business, etc) for additional support of underrepresented students and alumni.

👤 Responsible for Implementation: Career Advisory Committee, CDO, Sr. Associate Director for Student Diversity and Inclusion

⌚ Timeline to Implementation: collaboration should start Fall II 2021.

3) Create a more targeted and robust mentorship program between alumni and students (beyond what already exists).

👤 Responsible for Implementation: Student Affairs, DAR

⌚ Timeline for Implementation: Launch an improved program in Fall I 2023



Engagement in Baltimore and Washington, D.C.

In conjunction with our collaborative leadership values, relentless advancement, and unwavering humanity, we seek to make Carey a leader as a contributor and partner in the communities in which we live, work, and study. We envision several ways to expand our reach and intensify our community impact, not only in Baltimore but also in Washington, D.C.

For context, Carey already has a strong foundation of community engagement work, and these have been fundamental to the school since its inception. We build upon this work as we envision the future opportunities in this section.

Recommendation 8.1: Continue to encourage and support faculty, staff, and students to actively engage with institutions and organizations to positively impact our communities, grow local businesses, and support higher education and graduate school dreams for under-served student populations.

Examples of current initiatives already in process include, but are not limited to:

- Project-based learning for Carey's students/ pro-bono consulting for community
- Faculty endeavors and research that impact the local community
- Scholarships and aid to Baltimore graduates
- 4+1 Partnerships
- Partnerships with HBCUs in Baltimore and Washington, D.C.
- Volunteer partnerships with K-12 public schools
- Work with donors and the Baltimore Black Chamber of Commerce to create a fund for local business investment

🕒 Responsible for Implementation: Vice Dean for Education and departments within the Office of Education

🕒 Timeline for Implementation: Offer at least two opportunities for engagement per academic term starting Fall I 2021

Recommendation 8.2: Intentionally invest in the local community via procurement and other Hopkins Local buying initiatives. Evaluate the sources and vendors with whom Carey is spending money and commit to a target percentage to allocate to minority-based businesses in Baltimore and Washington, D.C.

🕒 Responsible for Implementation: Associate Dean for Finance and Administration

🕒 Timeline for Implementation: Establish a target by the beginning of fall 2022 and meet the target by the end of AY 2023-2024



Recommendation 8.3: Enhance engagement in Washington, D.C. by 2024

- 1) Take the 555 Pennsylvania location's momentum to actively combine efforts with the School of Advanced International Studies and Advanced Academic Programs in future community engagement.**
 - 2) Identify key staff role(s) that will take the lead in communication and planning in conjunction with other University schools.**
 - 3) In conjunction with other University schools, commit to a partnership with a designated Washington, D.C. public elementary school, similar to current engagement in Baltimore with City Springs Elementary School.**
 - 4) Identify new organizations and institutions to partner with for the mutual benefit of students and the community:**
 - a. Intentionally expand partnerships with HBCUs and college prep organizations
 - b. Tap into the Washington, D.C. entrepreneur community, particularly innovation and startup hubs, and identify minority-led underrepresented groups.
 - c. Partner with organizations committed to social justice (Replicate partnership with Baltimore Corps in Washington, D.C.)
- 👤 Responsible for Implementation: Dean, Vice Dean for Education, and departments within the Office of Education
⌚ Timeline for Implementation: Complete a comprehensive engagement plan in AY 2021-2022 with implementation in AY 2023-2024.

Recommendation 8.4: Advance the reputation of the school as a committed community partner in the Baltimore-D.C. region.

- 1) Leverage the strong Baltimore/D.C. alumni network, particularly as one of the largest part-time MBA programs.**
 - 2) Connect with current alumni organizations to source community projects.**
 - 3) Establish partnerships with the Greater Baltimore Black Chamber of Commerce, Maryland Hispanic Chamber of Commerce, etc.**
 - 4) Become the go-to resource for the community in tackling business problems or overcoming institutional barriers (expand influence and engagement with Chambers of Commerce, 21st Century Cities, etc.). Carey, beyond its walls, can be a force toward Black and Latinx communities' economic inclusion in Baltimore and Washington, DC.**
- 👤 Responsible for Implementation: Dean, Associate Dean for Development and Alumni Relations, Vice Dean for Education, and departments within the Office of Education and Office of Experiential Learning
⌚ Timeline for Implementation: Complete a comprehensive engagement plan in AY 2021-2022 with implementation in AY 2022-2023.





Roadmap Recommendations at a Glance

This document includes recommendations from the Roadmap for Diversity, Equity, Inclusion, and Belonging in order of priority.

AY 2021-2022	
SCHOOL-WIDE	<p>1 Establish a Council on Equity and Belonging (CEB), a Dean-level advisory council, to oversee implementation and accountability of the Roadmap's recommendations.</p> <p>2 Offer a regular climate survey to faculty, staff, and students that specifically emphasizes inclusion and belonging for all. Implement relevant feedback loops.</p> <p>3 Systematically reinforce Carey's values and diversity, equity, inclusion, and belonging with all school stakeholders. [ONGOING]</p> <p>4 Ensure that all school community members understand their options for handling concerns. [ONGOING]</p> <p>5 All faculty search (hiring) committee members will be required to take diversity training every two years.</p> <p>6 Per existing practice, Carey Business School will continue to publish aggregate faculty demographic data via the university Faculty Composition Report.</p> <p>7 Conduct an annual climate check for Carey faculty members and provide a communication channel with the leadership. [ANNUAL]</p> <p>8 Embed the issues of diversity, equity, inclusion, and belonging in faculty research and training events. [ONGOING]</p> <p>9 Every faculty member will implement general accessibility and inclusion best practices in their teaching. [ONGOING]</p>
	<p>16 Orientation or early co-curricular activities can help introduce students to diversity and inclusion concepts.</p> [ANNUAL]
	<p>17 Expand efforts to hire post-doctoral scholars and faculty from underrepresented communities.</p>
	<p>18 Increase diversity in faculty leadership, including associate deans, assistant deans, and academic program chairs.</p>
	<p>19 Ambiguity in processes such as promotion and tenure evaluations can lead to perceptions of bias that are detrimental to the overall feeling of belonging. Consider increasing the transparency of these processes.</p>
	<p>10 Increase staff diversity and publish representation data. [ONGOING]</p>
	<p>11 Effectively communicate available learning opportunities for all staff, including managers and aspirational managers. [ONGOING]</p>
	<p>20 Fair and equitable compensation decisions should be based on the market and internally. [ANNUAL]</p>
	<p>21 Equip managers and leaders to lead with diversity, equity, inclusion, and belonging in mind.</p>
STAFF	<p>12 Take actions aimed at increasing the diversity of student applicants across all programs. [ONGOING]</p>
	<p>13 Make students an integral part of diversity initiatives at Carey. [ONGOING]</p>
STUDENTS	<p>14 Establish a more significant linkage between diverse alumni and recruitment efforts.</p>
	<p>22 Expand and support diverse alumni networks.</p>
COMMUNITY	<p>15 Continue to encourage and support faculty, staff, and students to actively engage with institutions and organizations to positively impact our community.</p>

Note: Each recommendation comes with proposed steps, a timeline and a party responsible for overseeing the implementation. Information on steps, timeline and responsible parties is available in the main document. Some activities from these recommendations will be ongoing or repeated annually. These are included in the year they should begin.

AY 22-23	AY 23-24 School-wide
back provided in the climate survey. [ANNUAL]	
Report. A link to this report will be added to the Carey webpage for prospective faculty. [ANNUAL]	
or activities for every academic program will include the importance of the concepts of diversity, equity, inclusion, and belonging in business.	
oral fellows and invite visiting faculty from	23 Every program should provide some opportunities for field-related discussions around diversity, equity, inclusion, and belonging for students enrolled in that program.
ership positions such as vice, associate, program directors.	24 Investigate the expansion of executive education course offerings beyond broad concepts of diversity and inclusion (such as Leading Inclusively, a current course) to include deeper dives into topics such as Racial Equity, Leadership, and Race, Disability Equity and Accessibility, or others.
promotions, resource allocation, and end-of-year decisions of inequality, leading to a climate that may be lacking of inclusion and belonging. Hence, we recommend consistency and objectivity of these processes.	
is a critical component of ensuring an inclusive workforce. Conduct a formal pay equity audit of all staff roles every three years to ensure equity to	
ead and manage inclusively. [ONGOING]	
nni networks.	25 Develop and expand connection opportunities for diverse alumni and students.
mmunities, grow local businesses, and support higher education and graduate school dreams for under-served student populations. [ONGOING]	
	26 Intentionally invest in the local community via procurement and other Hopkins Local buying initiatives. Evaluate the sources and vendors with whom Carey is spending money and commit to a target percentage to allocate to minority-based businesses in Baltimore and Washington, D.C.
	27 Enhance engagement in Washington, D.C. by 2024
	28 Advance the reputation of the school as a committed community partner in the Baltimore-D.C. region.

Conclusion

This Roadmap for Diversity, Equity, Inclusion, and Belonging began with our school values and was created with collective input from students, alumni, faculty, and staff. To our knowledge, this is one of the first collaborations of all of those stakeholder groups towards a common purpose for Carey, and we believe that such collaborative leadership is not only powerful but essential to the future governance and success of this effort.

Relentless advancement is also essential. Through consistent action and accountability, each of us can influence change. This change can be at the individual or micro-level by identifying negative behaviors and holding individuals accountable and reinforcing, showcasing, and celebrating successes. It must also be at a more significant level: developing diverse leadership pipelines, creating opportunities for continued and better dialogue, and delving into data collection to better understand current strengths and weaknesses and any underlying root issues within our community. Together, we can create lasting, sustainable change. Boundless curiosity and unwavering humanity are at the heart of our intentions with our recommendations. Diversity, equity, inclusion, and belonging must be woven into and embedded throughout our work. That requires an honest curiosity about others' perspectives and stories, a desire to improve continuously, and an unwavering commitment to welcoming each other within this community.

Carey Business School can differentiate itself as a leader in diversity, equity, inclusion, and belonging by also committing to purposeful justice. Supporting all community members means providing as much equity in information as possible - internal and external communication of milestones and progress in achieving these recommendations will be critical for implementation success.

As a task force, we are now focused on holding ourselves and our community accountable in implementing these proposed changes. We appreciate additional and ongoing feedback from all constituents in our school community on this plan and look forward to advising on future implementation.

2020-2021 Carey Task Force for Diversity, Equity, Inclusion, and Belonging

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