

Diversity, Equity, Inclusion, and Belonging Roadmap Annual Report



ACADEMIC YEAR 2021–2022 STATUS



JOHNS HOPKINS
CAREY BUSINESS SCHOOL

Diversity at Carey

At Johns Hopkins Carey Business School, diversity and inclusion are not just initiatives or a task force. They are baked into everything we do. We embrace and continue to build a diverse student body, staff, and faculty because we believe our differences can be a powerful force for good. While we are proud of our commitment to underserved populations, we know there is still much more to do.



Diversity, Equity, Inclusion, and Belonging (DEIB) at Carey

OUR JOURNEY

The Carey DEIB task force...

- formed in 2020 to develop an aspirational strategic plan for improving diversity, equity, inclusion, and belonging at Carey.
- spent considerable time in the ideation and creation of an initial roadmap, which outlines and summarizes the recommendations made by the task force.
- developed recommendations that aim to impact the Carey Business School community and the broader communities of Baltimore and Washington, D.C., in which the school operates. The recommendations reflect the school's promise and mission.

**TASK FORCE FORMED
AND CHARGED**

Fall 2020



**ROADMAP
FINALIZED**

June 2021



**IMPLEMENTATION
BEGAN**

Fall 2021

Carey DEIB strategy

OUR STRATEGY

To create an ecosystem at the Johns Hopkins Carey Business School that is vibrantly diverse, exceptionally inclusive, effectually equitable, and 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.

OUR DEIB PILLARS

Increasing
representation
across all
spectrums
and roles

Enhancing
and nurturing
a culture of
trust and
belonging

Practicing
equity and
inclusion
consistently

The Carey DEIB Ecosystem



The Carey DEIB ecosystem



Governance and accountability

The Council for Equity and Belonging (CEB)

Carey's shared governance body to track accountability for implementation of the roadmap and advise the dean and leadership.

Members of the CEB serve for a one-year term and commit to working with fellow CEB members and stakeholders across Carey. A selection committee appointed by the CEB reviews nominees on an annual basis and makes recommendations for appointments.



CEB membership for academic year (AY) 2021–2022

CO-CHAIRS: **LaToya Fendrick**, Academic Advisor and **Meng Zhu**, Professor

FACULTY:

James Calvin, Professor of Practice (ex-officio)

Luis Quintero, Assistant Professor

Lindsay Thompson, Professor of Practice

STAFF:

Elizabeth Matthews, Associate Director,
Career Development

John Niemi, Assistant Director, Academic Advising

Karen Sentementes, Executive Director, Talent
Management and Human Resources (ex-officio)

STUDENTS:

Alykhan Alani (MA/MBA)

Anaeto Chinemere (MBA)

Kelli Tubman White (MBA)

ALUMNI:

Dwayne Brown (MBA '11, LDP '09)

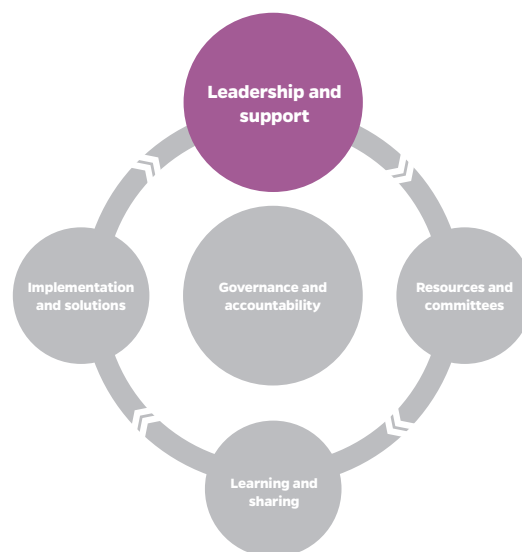
Christina Bui (MSF '00)

Carolyn Schoenian (MAS '88)

Leadership and support

The Underrepresented Groups Advisory Board (URGAB)

Carey's URGAB is an executive body that advises the dean and academic leadership on issues of inclusion and diversity in academic programs, student and faculty recruitment, and student support. The board includes a diverse group of business executives and Carey alumni.



Leadership and support for DEIB efforts

EXECUTIVE ENDORSEMENT:

Alexander J. Triantis, Dean, Johns Hopkins Carey Business School

EXECUTIVE SPONSOR:

Jill Green, Associate Dean, Education and Student Experience

Roger Williams, DEIB Partnerships and Student Resources

Ashley Hixon, DEIB Program Manager

Karen Sentementes, Executive Director, Talent Management

Katrina Caldwell, JHU Chief Diversity Officer

Goker Aydin, Vice Dean, Faculty and Research

Resource groups and committees for enhancing an inclusive culture

Committee for Diversity and Inclusion (CDI)

Faculty and staff committed to creating and facilitating open dialogue, learning, and community to enhance our community of inclusion.

Alumni affinity groups

The Johns Hopkins Carey Business School alumni groups bridge connections for alumni to the school and each other. Alumni groups create a powerful professional network across the world through outreach, events, and volunteer opportunities. Identity- and community-based active networks in AY 2021–2022:

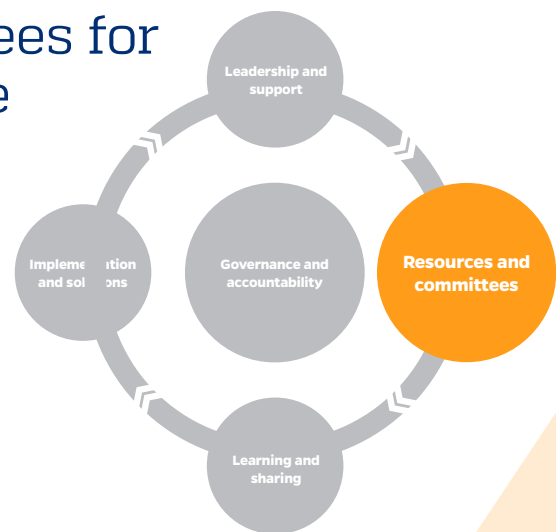
- Black Alumni Network (BAN)
- Women's Alumni Network (WAN)
- Ner Israel Alumni Network (NIAN)

Carey Caucus of the Black Faculty and Staff Association (BFSA)

Helps ensure the fair and equitable treatment of Black individuals at Johns Hopkins University (JHU) and serves as a critical resource for growing inclusivity in pursuit of its objectives towards an inclusive community.

Cultural and Heritage Celebrations Work Group

This work group supports the Carey community in sharing and recognizing cultural and heritage celebrations and traditions.



DEIB Annual Summit Committee

A cross-section of Carey leadership, staff, students, and faculty working to identify thought leaders, best practices, and emerging topics in diversity, equity, inclusion, and belonging. The summit is the opportunity to share current trends with the business and academic communities.

Student affinity groups

Carey students have founded a range of affinity groups to bring individuals with similar backgrounds, cultures, interests and ambitions together in community or common purpose. These help foster diversity, whether through advocacy, programming or other endeavors.

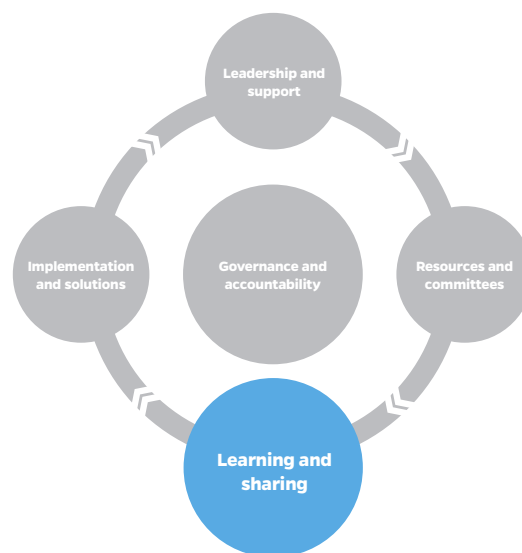
Active groups in AY 2021–2022:

- Africa Business Club
- Black Graduate Student Association (BGSA)
- Chinese Students and Scholars Association (CSSA)
- Indian Student Association (ISA)
- PRIDE Business Association
- Women in Business (WIB)
- Jewish Business Student Association (JBSA)

Learning and sharing opportunities for nurturing a culture of trust and belonging

Annual DEIB Summit

The annual DEIB Summit brings together business leaders and DEIB leaders together with students, faculty, staff and alumni and provides a forum for thought leadership and community-building.



**Identity in the
Workplace series**

**DEIB Workshops
with Rosetta Clay**

**Inclusive Leadership
Workshop with
Ian Brown**

**Accessibility
workshops**

**Conversations
that Matter**

**CEB/CDI/Student
representative listen
and learning dialogue**

**Racial Justice
Book Club**

**Inclusive leadership
book discussion**

Work groups for driving implementation and solutions

DEIB Tactical Team

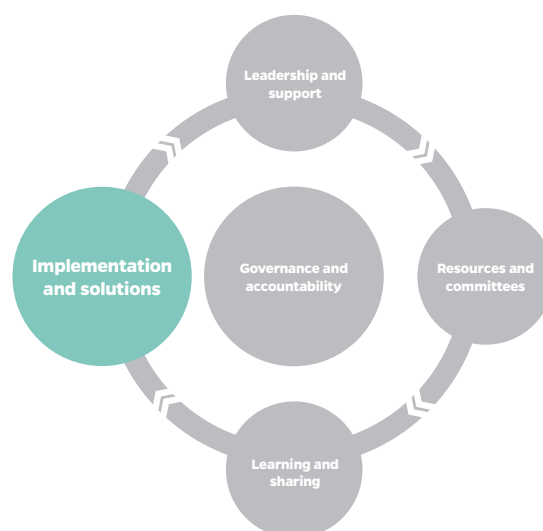
The DEIB Tactical Team is comprised of representatives from across Carey divisions and tasked with implementation, oversight, tracking, and/or communication regarding the roadmap milestones within their department.

Carey Accessibility Committee

The Carey Accessibility Committee is committed to providing equitable experiences for all users, who include, but are not limited to, students, faculty, staff, and prospective students. The group aims to ensure inclusive spaces and experiences through assistance in content development, faculty and staff training, and user accommodations.

Inclusive Teaching Workgroup

Develops and implements annual plans for faculty development aimed at helping the school achieve its goals for the inclusive teaching components of the Carey DEIB roadmap. The workgroup identifies relevant teaching resources, as well as workshop topics and speakers, and generates resource requests within Carey's budget process that support implementation of best practices in inclusive teaching.



Diversity Initiatives in Faculty Hiring Committee

Devises strategies to improve faculty diversity through development and implementation of best practices in faculty recruiting. Examples of such practices include strategies for attracting diverse pools of candidates, enhancing guidance to hiring committees, seeking additional resources to recruit diverse faculty, and contributing to national efforts to improve the diversity of the pipeline of candidates.

Faculty Work and Culture Workgroup

Works to gain a better understanding of faculty perceptions and preferences about the future of work. This workgroup was formed after the December 2021 faculty meeting, where ideas were generated during breakout discussions on the topic of “future of work and culture.” The primary focus is to further enhance the collaborative culture and sense of community and belonging among faculty (and staff/students) at Carey.

Our Progress

AY 2021-2022

Our work toward a more diverse, equitable, inclusive community of belonging at Carey evolved this year. Building on our existing foundation and values, our approach was to embed DEIB across Carey. We focused on creating additional structures, processes, and accountability measures. We are grateful to the members of our community who have and continue to contribute their time, energy, ideas, and passion toward our collective goals.

The pages that follow provide highlights of our work this year and status updates on specific roadmap milestones. We are in process and on track toward our goals. Our ultimate desire is to bring the purpose and mission of the roadmap to life—to see and experience the results—a diverse, equitable, inclusive community of belonging at the Johns Hopkins Carey Business School.



Recommendation highlights

Concrete actions Carey took to create trust and psychological safety, a climate of learning, and a culture of welcome.

- A.** Established the Council for Equity and Belonging (CEB) a shared governance body to track accountability for implementation of the roadmap and advise the dean and leadership.
- B.** Increased investment in human resources dedicated to DEIB work at Carey including director of DEIB Partnerships and Student Resources, senior associate director of DEIB Programs, executive sponsor of DEIB for Carey.
- C.** Expanded DEIB Summit to include more student perspectives and a broader range of topics, including neurodiversity.
- D.** Offered DEIB programming, workshops, and trainings to students, faculty, and staff including the Identity in the Workplace series.
- E.** Relaunched the Leadership Development Program (LDP).
- F.** Adopted Commitment to Respect and created safe spaces for dialogue and understanding.
- G.** Established the Underrepresented Groups Advisory Board.
- H.** Implemented additional hiring best practices for staff.
- I.** Expanded the Community Consulting Lab and focused on impacting historically underrepresented business owners in the Greater Baltimore small business ecosystem.
- J.** Established an implementation task force and embedded DEIB goals across the community.

Roadmap Recommendation Status



2. Culture and climate

This section outlines the plan to enhance and advance the culture and climate for all members of the Carey Business School community, and the governance of these DEIB initiatives moving forward. Incorporating an evolvingly complex understanding of what factors affect equity is critically important to implementing a culture of inclusion and belonging at Carey. 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
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.	Achieved CEB established and meeting quarterly.
2.2: Partner with JHU Office of Diversity and Inclusion (ODI) to offer a regular climate survey, every other year but preferably annually. Identify next steps for improving climate after the survey data are analyzed.	In process and Ongoing ODI working with vendor to launch survey in spring 2023.
2.3: Systematically reinforce Carey's values and diversity, equity, inclusion, and belonging with all school stakeholders.	Ongoing
2.3.1: Continue to host monthly open conversations and workshops to discuss diversity, equity, inclusion, and belonging.	Achieved and Ongoing DEIB workshops/trainings and Identity in the Workplace series.
2.3.2: 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.	In process and Ongoing Carey HR using new tool for staff exit interviews.
2.3.3: Maintain updated information on the Carey public website and intranet that shows the ongoing work relating to diversity, equity, inclusion, belonging, and community engagement.	In process and Ongoing Initial content posted but need updated content and impactful storytelling.
2.4: Ensure that all school community members understand their options for handling concerns.	Ongoing Updates made to Inside Carey, students informed at orientation, and resources listed in bi-weekly email.
2.4.2: Regular surveys will measure the effectiveness of these communications and general understanding that will ask community members if they know how to report concerns and measure their confidence that relevant parties will address their problems.	Ongoing Student Experience Survey administered annually includes relevant questions.

3. Education

The overall goals behind the recommendations of this section are: to ensure that every student is aware, from enrollment, that the DEIB values are woven into Carey's culture; that every student has encountered a discussion around DEIB in their relevant field at least once before graduation; and that every course presents an inclusive climate that increases belonging.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021-2022 STATUS
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.	Achieved and Ongoing Offered fall 2021; Work group completed assessment and learning objectives. Workshops in AY 22-23.
3.2: Every program should provide some opportunities for field-related discussions around diversity, equity, inclusion, and belonging for students enrolled in that program.	In process and Ongoing Academic program teams are examining DEIB courses and program content. MSHCM conducted DEIB audit. Faculty participated in Inclusive Curriculum Workshop.
3.3: Investigate the expansion of executive education course offerings beyond broad concepts of diversity and inclusion (such as Leading Inclusively [LI], a current course) to include deeper dives into topics such as racial equity, leadership, and race, disability equity and accessibility, or others.	Ongoing Expanded the focus of LI to include an implicit bias assessment, gender diversity, allyship and mentorship by revising the course from 12 to 18 hours and added inclusive leadership module to academy.
3.4: Every faculty member will implement general accessibility and inclusion best practices in their teaching.	In process and Ongoing
3.4.1: Identify resources to empower faculty to incorporate inclusive teaching practices.	Ongoing Inclusive Teaching Workgroup formed and planning recommendations. Customized case workshop for Carey faculty will include DEIB components.
3.4.2: 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.	Ongoing Presentation about course materials accessibility to adjunct faculty in January 2022 and course materials accessibility workshop with full-time faculty in spring 2022. Accessibility Committee formed.
3.4.3: Add a question about accessible and inclusive course delivery to the end-of-course student evaluation and consider adding a question to end-of-year faculty annual reports.	Pending implementation

4. 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
4.1: Continue the Faculty Diversity Initiative Action Plan (FDI) Committee to improve hiring practices and increase the diversity of our faculty. Maintain the diversity advocate role on search committees and require all faculty search (hiring) committee members to take diversity training every two years.	Ongoing Each faculty search committee has a diversity advocate. In addition, each search committee member completes implicit bias training.
4.1.2: Continue publishing 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. Include additional data on faculty leadership demographics and continue tracking applicant and candidate pool data.	Ongoing Carey faculty demographics are included in the university Faculty Composition Report. When the 2022 report is complete a link to the report will be added on the Carey webpage.
4.2: Expand efforts to hire post-doctoral fellows and invite visiting faculty from underrepresented communities.	In process and Ongoing Meeting held in February 2022 to discuss options; a list was created showing number of PhD graduates from underrepresented communities in each academic discipline.
4.3: Increase diversity in faculty leadership positions such as such as vice-, associate-, and assistant deans; and academic program directors.	In process and Ongoing Increased focus on diversity when leadership positions become available. HR and the Office of Faculty and Research (OFR) have developed a survey that asks for leadership interests.

4. Faculty continued

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
4.4: Increase the transparency and objectivity of promotion, resource allocation, and end-of-year evaluation processes. Create working group to review the Faculty Handbook and highlight ambiguity relating to an appointment, annual evaluation, and promotion. Review the working group’s recommendations and determine how best to incorporate them into the Faculty Handbook.	In process and Ongoing Initial feedback collected from two small groups of tenure and practice track faculty. In process of expanding the work to ensure the voices from the larger faculty body are represented.
4.5: Conduct an annual climate check for Carey faculty members and provide a communication channel with the leadership.	In process and Ongoing Regular faculty gatherings (bi-monthly) where faculty can raise their concerns or suggestions to leadership. No survey conducted this year.
4.6: Embed the issues of diversity, equity, inclusion, and belonging in research and training events. The research seminar series should include speakers from diverse backgrounds and should include at least one speaker that can speak to diversity, equity, inclusion, and belonging within the relevant areas.	In process and Ongoing Collected data about the backgrounds of seminar speakers in the last two years and plan to include a diversity segment in the annual orientation of seminar speaker coordinators.
4.6.2: 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. Faculty will be strongly encouraged to attend at least one workshop or seminar per year.	In process and Ongoing Inclusive Teaching Workgroup established. Training on student-centered teaching included DEIB. Faculty offered sponsorship to attend external workshops. Workgroup planning for fall and considering developing a DEIB checklist for courses.

5. 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
5.1: Increase staff diversity and publish representation data. 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.	Ongoing Staff Composition Report data for Carey presented at March town hall. Full publication coming from JHU.
5.1.1: Adopt a statement of commitment by fall 2021 to intentionally seek to increase diverse representation at all levels, particularly in leadership and management roles.	Achieved Statement drafted and published January 2022.
5.1.2: Ensure consistent application of the established best practices for fair and inclusive hiring.	Achieved and Ongoing Hiring practices workgroup created in AY21 to review practices and make additional recommendations. Stronger processes are now in place for training accountability and interview screening consistency.
5.1.3: Work with the university's talent acquisition team to ensure active outreach to underrepresented communities and the local communities in Baltimore and D.C. as part of the recruiting strategy for staff roles.	Achieved and Ongoing Active partnership with TA team.
5.2: Conduct a formal pay equity audit of all staff roles every three years to ensure equity to market and internally.	In process This will be done in conjunction with the university compensation team. Kickoff for this project is TBD.
5.3: Effectively communicate available learning opportunities for all staff, including managers and aspirational managers. Formally address individual employee learning and development needs every six months during the mid-year and annual review cycles.	Achieved and Ongoing Refresher training offered to managers and employees in Dec 2021 in advance of the midyear review cycle. This is a regular practice that is owned by supervisors. Managers are held accountable through regular reporting.
5.3.2: 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.	In process and Ongoing Feedback and coaching training offered to managers and employees. Additional tools being developed on Inside Carey.
5.4: Equip managers and leaders to lead and manage inclusively.	In process and Ongoing Feedback, coaching training, and additional tutorials specific to DEI being developed on Inside Carey.

6. Students

Carey students should feel welcomed, 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
6.1: Take actions aimed at increasing the diversity of applicants across all programs and continue implementing and refining the strategy for attracting and recruiting an increasingly diverse student population.	Ongoing Increased scholarship opportunities, created pipeline SBA program, developed 4+1 partnerships, became Forte member, increased outreach to professional affinity organizations, relaunched LDP, partnerships with HBCUs.
6.1.1: 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.	In process and Ongoing Data collection in collaboration with JHU will be determined centrally as part of Slate.
6.1.2: Publish enhanced demographic data on Carey’s website for diversity and inclusion.	In process and Ongoing Identifying specific metrics for diversity data on our website and recurring system to share/update metrics on the website.
6.2: Make students an integral part of diversity initiatives at Carey. Include student voices and opinions in relevant diversity-related activities and decisions. Include student representatives in future schoolwide task forces that address diversity, equity, inclusion, and belonging where appropriate.	Achieved and Ongoing Student members on CEB. Students feedback and participation as part of developing Commitment to Respect planning and implementation. D&I officers will be appointed in all student organizations and meet regularly with student experience leadership.
6.2.1: Ensure students have access to networking opportunities that align with their racial, gender, orientation, and ethnic identities.	Ongoing Identity in the Workplace series and Diverse Leadership Mentoring program will continue. Continued and increased support for student affinity groups connecting with alumni and ERGs at partnering companies.

7. 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
7.1: Expand and support diverse alumni networks including networks representing the LGBTQ+, Asian and Latino communities.	In process and Ongoing Planning launch one to two new networks by end of FY23. Currently strengthening existing networks (BAN and WAN), launched the Underrepresented Groups Advisory Board.
7.1.1: Include a representative from each network on the Dean's Alumni Advisory Board (DAAB).	Achieved and Ongoing DAAB members on existing affinity network leadership committees.
7.2: Establish a more significant linkage between diverse alumni and recruitment efforts.	In process and Ongoing Regular collaboration between recruiters and alumni. Development and Alumni Relations (DAR) and Admissions developing alumni ambassador program.
7.3: Develop and expand connection opportunities for diverse alumni and students. Create a strategy for alumni engagement through all aspects of student life, primarily focused on connections for students with diverse backgrounds.	In process and Ongoing Formal and informal mentoring opportunities through our existing affinity networks and will continue to expand that as more come online. DAR/Career Development (CDO) and Student Affairs (SAO) will partner on expanding opportunities while utilizing central affinity groups and OneHop.
7.3.2: 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.	Ongoing Continued and increased supporting for student affinity groups connecting with alumni and ERGs at partnering companies. CDO industry panels, DEIB Summit, Distinguished Speaker Series, etc.
7.3.3: Create a more targeted and robust mentorship program between alumni and students (beyond what already exists).	In process and Ongoing Formal and informal mentoring opportunities offered through our existing affinity networks and will continue to expand that as more come online. DAR/CDO/SAO partnering on expanding opportunities while utilizing central affinity groups and OneHop.

8. 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2021–2022 STATUS
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.	Achieved and Ongoing City Lab; Strategy Consulting Practicum course worked with five small businesses; BFSA raised funds and supplies for Period Project, winter coat drive, and school supply drive to benefit City Springs Elementary; Carey partnered with Business Volunteers of Maryland for annual service day benefiting Baltimore community schools and under-resourced populations and neighborhoods.
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.	In process Develop strategy in partnership with university. AY2023–2024 timeline
8.3: Enhance engagement in Washington, D.C. by 2024.	In process Develop strategy. AY2023–2024 timeline
8.4: Advance the reputation of the school as a committed community partner in the Baltimore-D.C. region.	Ongoing Carey has ongoing partnership with the Baltimore City Chamber of Commerce and Baltimore business management consultant Will Holmes. Developed and launched Community Impact Fund. Expanding partnership with JHU Tech Ventures, Business Volunteers of Maryland, and Upsurge. Participate in Baltimore Homecoming.



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