Diversity, Equity, Inclusion, and Belonging Roadmap
Annual Report

ACADEMIC YEAR 2022–2023 STATUS

JOHNS HOPKINS
CAREY BUSINESS SCHOOL

Statement of Commitment

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 are committed to building and sustaining an equitable and inclusive work environment where diversity is deeply valued and celebrated.

We will bring our resources and influence to bear in recruiting and retaining a diverse faculty and staff body at all levels of rank and responsibility, including leadership roles.

· We will strengthen our equitable hiring practices, actively develop internal talent, and ensure a welcoming climate.

· When we have the opportunity to hire, we will do so in an open, intentional, and equitable manner.

· We will track our progress for hiring and retention, and measure culture, climate, and engagement for faculty and staff.

· We will seek input from and listen intently to all members of our community about ways to live our Carey values.

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

OUR JOURNEY

The Carey DEIB task force...

- was 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., where 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, and effectually equitable. Achieving this ecosystem requires trust and engagement across Carey Business School's many facets: as a workplace, learning environment, and 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

Leadership and support

Implementation and solutions

Governance and accountability

Resources and committees

Learning and sharing

Governance and accountability

The Council for Equity and Belonging (CEB)

The CEB is Carey's shared governance body to track accountability for implementation of the Roadmap and advise the Dean and leadership.

Student and alumni members of the CEB serve for a one-year term, while the faculty and staff members serve for a two-year term. All members commit to working with fellow CEB members and stakeholders across Carey. A selection committee appointed by the CEB reviews nominees annually and makes recommendations for appointments.

CEB membership for AY 2022–2023

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

FACULTY:
James Calvin, Professor of Practice (ex-officio)
Luis Quintero, Assistant Professor
Lindsay Thompson, Professor of Practice

STAFF:
Jill Green, Associate Dean, Education and Student Experience(ex-officio)
Elizabeth Matthews, Associate Director, Career Development
John Niemi, Assistant Director, Academic Advising
Karen Sentementes, Executive Director, Talent Management and Human Resources (ex-officio)

STUDENTS:
Anshika Kashyap (BARM)
**Javier Manriquez** (Flexible MBA)
Sequince B. Sackey (Flexible MBA)

ALUMNI:
Carlos Acosta (MPH/MBA '22)
Dwayne K. Brown (MBA '11 and LDP '09)
Nimisha Kalia (MPH/MBA '12)
Kelli Tubman White (MBA '22)

Leadership and support

The Underrepresented Groups Advisory Board (URGAB)

The Underrepresented Groups Advisory Board at Carey Business School is an executive body that advises the school's 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 representing a variety of business sectors and career fields.
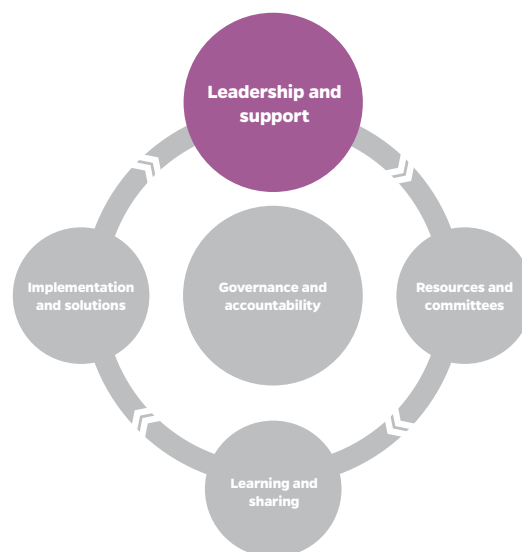
Leadership and support for DEIB efforts

EXECUTIVE ENDORSEMENT:
Alexander J. Triantis, Dean, Johns Hopkins Carey Business School

EXECUTIVE SPONSOR:
Jill Green, Associate Dean, Education and Student Experience

DEIB LEADERS AND PARTNERS:
Goker Aydin, Vice Dean, Faculty and Research
Katrina Caldwell, Chief Diversity Officer, Johns Hopkins University
Ashley H. Clarke, Senior Associate Director, Diversity and Inclusion/Academic Programs **Karen Sentementes**, Executive Director, Talent Management
Roger Williams, Director, DEIB Partnerships and Student Resources

ADVISORY BOARD:
John Hunter, Margia Argüello, and Robert Kirkland (Co-Chairs)
LEARN MORE

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 2022–2023:

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

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

Helps ensure the fair and equitable treatment of Blacks 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 2022-2023:

- Africa Business Club
- Black Graduate Student Association (BGSA)
- Chinese Students and Scholars Association (CSSA)
- Indian Student Association (ISA)
- Jewish Business Student Association (JBSA)
- Latinx/Hispanic Graduate Student Association (LHGSA)
- Muslim Student Association
- Pan Asian Career Association
- PRIDE Business Association
- Student Veteran Association
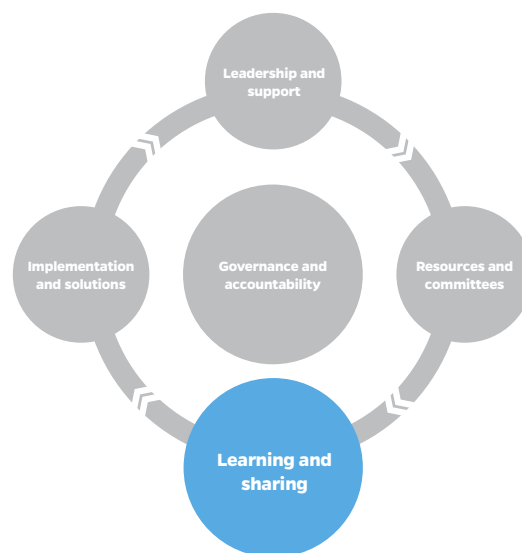- Women in Business (WIB)

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

Annual DEIB Summit

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

Leadership and support

Implementation and solutions

Governance and accountability

Resources and committees

Learning and sharing

In March 2023, the Johns Hopkins Carey Business School held its third annual DEIB Summit, a three-day event focused on the meaning and metrics of belonging.

The opening keynote was an hour-long conversation between Carey Business School Dean Alex Triantis and Indiana University School of Medicine Assistant Professor Sacha Sharp, PhD, who reset perspectives, supported by research, on what it means to belong. Other sessions included The Power of You—Creating a Culture of Belonging; Women in Leadership; ERGs and Affinity-based Organizations in the Health Care Space; Professional Identity Development for Black Women; ERG Sponsorship, Building Trust and Leadership in Business; and Developing an Inclusive Mentoring Culture.

Each of the summit's learning and discussion sessions saw between 50 and 100 registrations for in-person attendance, and Sharp's opening keynote drew an additional 80 online registrants.

Training and education 2022–23

FACULTY

- Offered Accessibility, Managing Inclusive Classroom Environment, and Implicit Bias in Higher Education workshops
- Held an Inclusive Teaching In Business Schools presentation with Dan Turner at faculty meeting
- Created inclusive teaching best practices checklist
- Focused on speaker and topic diversity for research seminar series
- Launched the "Business of Pronouns" project

STAFF

- Added an expanded DEIB module to new hire onboarding
- Added performance and development module to new hire onboarding
- Continued compliance for all interview panels taking the Reducing Unconscious Bias course
- Highlighted DEIB-related training opportunities in monthly HR newsletter, which included:
  - Inclusive Mindset
  - Reducing Unconscious Bias
  - Social Well-being: Pride Awareness Month

STUDENTS

- One-hour DEIB Orientation Workshop and 14 in-person sessions at the Baltimore and D.C. locations for student orientation
- CEB/CDI/Student Representative Listening and Learning dialogue sessions
- Developed the International Student Success Initiative pilot program as a continuous onboarding opportunity for international students and students in support of international students' success. Carried out first workshop with pilot participants and re-worked pilot components over the summer for incoming students.

OTHER

- Executive Education—Launched the Leading Inclusively Open Enrollment Course
- Held regular series, Open Conversations About Things That Matter, to provide faculty and staff an opportunity to engage in dialogues

# Work groups for driving implementation and solutions

DEIB Tactical Team

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

Carey Accessibility Committee

The Carey Accessibility Committee is committed to providing equitable experiences for all users, including students, faculty, staff, and prospective students. The group aims to ensure inclusive spaces and experiences through assistance in content development, faculty and stafftraining, 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, workshop topics, and speakers. It generates resource requests within Carey's budget process that support implementing best practices in inclusive teaching.
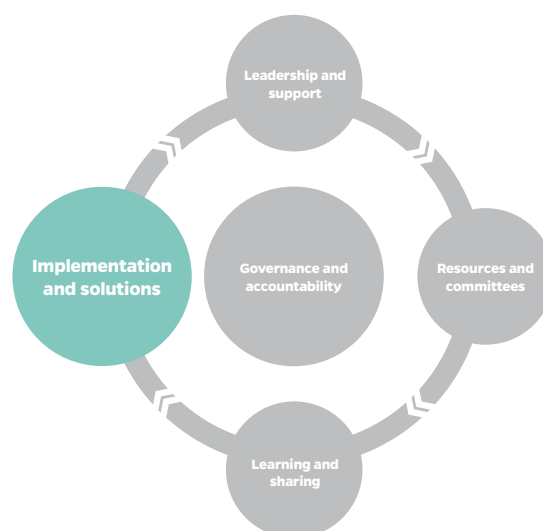
Diversity Initiatives in Faculty Hiring Committee

Devises strategies to improve faculty diversity by developing and implementing 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
- Contributing to national efforts to improve the diversity of the pipeline of candidates

Our Progress
AY 2022-2023

Our work toward a more diverse, equitable, inclusive community of belonging at Carey continued to evolve this year. Building on our existing foundation and values, our approach builds on our existing foundation and values by embedding DEIB across Carey. We focused on creating additional structures, processes, and accountability measures. We are grateful to the members of our community who have contributed 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

Notable progress this year in creating trust and psychological safety, a climate of learning, and a culture of welcome.

A. Community Impact Fund provided $50,000 to eight local entrepreneurs

B. Continued inclusion of student voices and feedback throughout the year through listening sessions

C. Expanded student affinity groups and increased connections between student organizations and alumni networks

D. Expanded participation and attendance at professional and career affinity conferences

E. Launched the Leading Inclusively Executive Education open enrollment course

F. Developed and piloted the International Student Success Initiative program

G. Carey featured in *Poets&Quants* for gender parity in our programs

H. Incorporated inclusion and belonging in meetings, planning, and analysis

I. Created a DEIB representative position in student organizations to provide feedback on DEIB initiatives

J. Matched 25 students and alumni of color through the Diverse Leadership Mentoring Program this academic year

K. Published the first Carey annual impact report with a full section dedicated to social and societal impact

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 2022–2023 STATUS
2.1.1: 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.
2.2.1 and 2.2.2: 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.	**Achieved** and **Ongoing** Johns Hopkins launched the Assessment of Climate for Learning, Living, and Working at JHU survey in spring 2023. Results expected in fall 2023.
2.3.1: Continue to host monthly open conversations and workshops to discuss diversity, equity, inclusion, and belonging.	**Achieved** and **Ongoing** Regular "Open Conversations about Things that Matter" workshops are offered to faculty and staff.
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; revisions to faculty exit surveys in progress.
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** Published first Carey annual impact report with full section dedicated to social and societal impact; contracted research firm to identify opportunities for more visual and transparent use of statistics on carey.jhu.edu; formed Carey group to set FY24 goals.
2.4.1 (Students, faculty and staff): Ensure that all school community members understand their options for handling concerns.	**Ongoing** Updated Inside Carey HR intranet section with relevant information; sharing reminders twice per year; communicated information during February faculty meeting.
2.4.2 (Students, faculty and staff): 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** Climate survey saw 61.74-percent faculty/staff completion, 12.64-percent student completion; results expected late fall.

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 2022–2023 STATUS
3.1.1: 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).	**Achieved** and **Ongoing** Carried out first faculty student workshop with International Student Success Initiative (ISSI) participants. We will rework ISSI pilot components over the summer for the incoming students.
3.1.2: Include a relevant workshop or module in orientation or early co-curricular activities	**Achieved** Offered an asynchronous and synchronous 1-hour DEIB Orientation Workshop; co-facilitated 14 in-person sessions at the Baltimore and D.C. locations
3.2.1 and 3.2.2: 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. 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. (Ties into 3.2.1)	**In process** and **Ongoing** Identified and partnered with faculty to integrate DEIB topics into the Strategic Management and Strategic Human Capital courses. Will soon be followed by the Operations Management and Power and Politics courses.
3.3.0: 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.	**Ongoing** Launched the Leading Inclusively Executive Education open enrollment course in August 2022. Two more dates were added for the Academy for Women and Leadership for September 2023 and January 2024. Continued support by utilizing modules like "inclusive leadership" and "strategic negotiations," which explore themes of inclusion, workforce diversity, and equitable practices.

3. Education continued

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2022–2023 STATUS
3.4.1: Identify resources to empower faculty to incorporate inclusive teaching practices.	**Ongoing** Held two workshops during the May faculty meeting, where speaker Dan Turner presented an interactive talk on Inclusive Teaching in Business Schools. Also created an Inclusive Teaching Best Practices Checklist.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2022–2023 STATUS
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** Offered Accessibility Workshops for faculty
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** A faculty committee created the accessibility question, and plans to implement it once the transition to a new evaluation system is complete.

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 2022–2023 STATUS
4.1.1: Require faculty search committee members to take diversity training every two years.	**Ongoing** Communicated the importance of diversity in the hiring process to the faculty hiring committees. As a result, we have had success in hiring a diverse group of new full-time faculty.
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.	**Ongoing** The JHU Composition reports were released in April 2023. Carey will post the link to report data on the Carey website.
4.2.0: Expand efforts to hire post-doctoral fellows and invite visiting faculty from underrepresented communities.	**In process** and **Ongoing** Currently working to develop a more structured approach to increase the pool of highly qualified and diverse candidates.
4.3.1, 4.3.2, and 4.3.3: Increase diversity in faculty leadership positions such as vice, associate, assistant deans, and academic program directors.	**In process** and **Ongoing** Published a statement of commitment and made this a priority goal for Carey and the JHU Central DEIB goals for the next five years. Continuing discussions around increasing diversity in academic leadership positions. The Dean announced new leadership appointments at Carey for FY24, which includes the inaugural Associate Dean for Diversity, Equity, Inclusion, and Belonging position to be filled by Prof. James Calvin, effective 8/16/2023.

4. Faculty continued

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2022–2023 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 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** Two working groups (tenure track and practice track) were created to review the Faculty Handbook. Ambiguities relating to appointments, annual evaluation, and promotion were highlighted and the recommendations from the working groups are being reviewed by the Vice Dean for Faculty and Research, the Dean, and senior faculty for inclusion in the Faculty Handbook.
4.5: Conduct an annual climate check for Carey faculty members and provide a communication channel with the leadership. The Council for Equity and Belonging (CEB) faculty group will review the annual climate survey results, 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.	**Achieved** and **Ongoing** Johns Hopkins launched the Assessment of Climate for Learning, Living, and Working at JHU survey in spring 2023. Results expected in fall 2023.
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** Continued impressing upon the seminar coordinators the importance of ensuring diversity in the speaker lineup.
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** Offered Accessibility, Managing Inclusive Classroom Environment, and Implicit Bias in Higher Education Workshops; created Inclusive Teaching Best Practices Checklist; and launched the "Business of Pronouns" project.

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 2022–2023 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** Released the JHU Composition Reports in April 2023. Carey will post the link to report data on the Carey website.
5.1.1: Adopt a statement of commitment by Fall I 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** Adopted standard practices for recruiting, hiring and onboarding.
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** It is standard that all positions posted on the JHU website are cross-posted on diversity websites.
5.2 and 5.2.2: Conduct a formal pay equity audit of all staff roles every three years to ensure equity to market and internally.	**Achieved** and **Ongoing** Market salary data for any available positions was again distributed to all Carey directors for review in coordination with annual merit cycle recommendations. HR reviewed all salary recommendations with overall equity look, and continues to partner with university Compensation team for equity studies when needed.
5.3.1: 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 managers of people. Managers are held accountable through regular reporting.

5. Staff continued

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2022–2023 STATUS
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.	**Achieved** and **Ongoing** This is a regular practice that is owned by managers of people. Managers are held accountable through regular reporting.
5.4: Equip managers and leaders to lead and manage inclusively.	**In process** and **Ongoing** Feedback, coaching training, and additional tutorials specific to DEI are being developed on Inside Carey. A new manager training series is planned to begin fall 2023.

6. 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.

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2022–2023 STATUS
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.	**Removed** Held initial conversations. After review, given the complexities of the issues and uncertainties of the law, the Carey team paused this work. The recommendation is to remove this from our goals.
6.1.2: Publish enhanced demographic data on Carey's website for diversity and inclusion.	**In process** and **Ongoing** Carey was featured in *Poets&Quants* for gender parity in our programs. The JHU Composition reports were released in April 2023. Carey will post the link to report data on the Carey website. Exploring Carey's program fact sheets for further consistency and transparency.
6.2.1: Include student voices and opinions in relevant diversity-related activities and decisions.	**Ongoing** "Identity in the Workplace" series was discontinued due to lack of student participation. Continued engagement with student diversity voices through several Listening and Learning dialogues. The last such dialogue included a subgroup to rethink the structure of the sessions and include student leaders in the planning thereof.
6.2.2: Include student representatives in future schoolwide task forces that address diversity, equity, inclusion, and belonging where appropriate.	**Ongoing** Launched the DEIB role in student organizations. Student representative helped develop and moderate session for the DEIB Summit in Q3. Coordinated student listening session with DEIB student representatives and the Council for Equity and Belonging.
6.2.3: Ensure students have access to networking opportunities that align with their racial, gender, orientation, and ethnic identities.	**Ongoing** Re-branded Reaching Out as Pride Student Association. In the 2023-2024 Academic Year, Career and Life Design will have one point-person for student organizations to streamline communication and access to staffing support for networking and educational events.

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 2022–2023 STATUS
7.1.1: Establish other alumni networks, including networks representing the LGBTQ+, Asian and Latinx communities.	**Achieved** Expanded the Alumni Networks to include the Women's Alumni Network and Pride Alumni Network.
7.1.2: Include a representative from each network on the Dean's Alumni Advisory Board (DAAB)	**Achieved** and **Ongoing** We currently have DAAB members on existing affinity network leadership committees. This is already a part of the process for establishing affinity networks.
7.2.1: Strengthen the strategies 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.	**In process** and **Ongoing** This goal is moving successfully forward. Development and Alumni Relations and full time admissions have worked hard to create a better alumni ambassador program that recognizes diverse programs and diverse people who join the program.
7.3.1: 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** Working with Development and Alumni Relations on alumni engagement. Had 17 matches for the Diverse Leaders Mentoring Program. Connecting student organizations and alumni networks for networking mixers and heritage celebrations.
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** Reviewing Carey's Event Planning Best Practices document. Work on verbiage to include in best practices for identifying and securing diverse range of speakers.
7.3.3: Create a more targeted and robust mentorship program between alumni and students	**In process** and **Ongoing** Development and Alumni Relations, Career and Life Design, and Student Diversity matched 25 students and alumni of color through the Diverse Leadership Mentoring Program this academic year. Development and Alumni Relations and Career and Life Design continue to collaborate on existing mentoring programs for NEXT and the Diverse Leadership Mentoring Program.

8. Engagement in Baltimore and Washington, D.C.

In line with our values of relentless advancement and unwavering humanity, we seek to elevate Carey's reputation as a leader in contributing to and partnering with 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 2022–2023 STATUS
8.1.0: 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** Graduated 12 Baltimore-based entrepreneurs through the 2023 Community Consulting Lab (CCL) program provided financial literacy, and confidence for future lending opportunities.
8.2.0: 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** Discussed with Carey Events Planning and Space Management the process to introduce new minority vendors. Planning to hire Xquisite Catering for 4/26 CCL Showcase and introduce Next Phaze catering.
8.3.1: Use the D.C. location's momentum to actively combine efforts with the School of Advanced International Studies and Advanced Academic Programs in future community engagement.	**In process** For the past year, Carey, SAIS, and AAP have been meeting to talk through collaboration around both shared events and some school-specific events. Held a shared Wellness Fair once each of the past three semesters, and currently finalizing fall 2023 shared events.
8.3.2: Identify key staff role(s) that will take the lead in communication and planning in conjunction with other University schools.	**On Hold** We are in the process of working through our move to D.C. and will put developing community engagement in D.C. on hold until the move is complete.
8.3.3: 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.	**On Hold** This Roadmap item remains on hold.

8. Engagement in Baltimore and Washington, D.C. continued

JUNE 2021 ROADMAP RECOMMENDATIONS	AY 2022–2023 STATUS
8.3.4: Identify new organizations and institutions to partner with for the mutual beneft of the students and the community.	**In Process** Actively collaborating with the Office of Experiential Learning on projects with CVS Health and Amazon Access.
8.4.1: Leverage the strong Baltimore/D.C. alumni network, particularly as one of the largest part-time MBA programs.	**Ongoing** Partnering with alumni and the Underrepresented Groups Advisory Board on DEIB initiatives, like the Leadership Development Program and Summer Business Academy.

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