

# Carey DEIB Roadmap 2.0



UPDATED AUGUST 2024



JOHNS HOPKINS  
CAREY BUSINESS SCHOOL

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## I. Executive Summary

In 2021 Carey Business School established a task force to develop a Roadmap for Diversity, Equity, Inclusion, and Belonging (DEIB). Its goal was to create an environment at the school that is vibrantly diverse, exceptionally inclusive, and effectually equitable. Achieving this would require trust and engagement across Carey Business School’s many facets: as a workplace, learning environment, and community. The strategy was built around three pillars:

- » Increasing representation across all spectrums and roles
- » Enhancing and nurturing a culture of trust and belonging
- » Practicing equity and inclusion consistently

Roadmap 2.0 continues the work begun in 2021. The DEIB Task Force kicked off the planning process in December 2023 with the pragmatic objectives of (1) reviewing past progress in achieving the overarching goals and specific recommendations of Roadmap 1.0; (2) identifying existing and new areas to address; and (3) offering recommendations moving forward. Four working groups representing faculty, staff, students, and alumni met with their constituencies, gathered information, consulted with other school and university bodies, and developed recommendations, including action steps and desired outcomes.

We intend Carey’s DEIB Roadmap 2.0 to be aspirational, practical, and enabling of current efforts and processes already started or underway—efforts initiated by Carey’s first roadmap and included here in section IV, Roadmap 1.0 Recommendations. As such, Roadmap 2.0 seeks to enhance and capitalize on resource commitment, encourage measures and measurement, and sharpen focus on one to three sustainable outcomes each year of the Roadmap 2.0 timeframe.



Baltimore, MD



Washington, D.C.



Baltimore, MD



This document reviews the goals and recommendations of Roadmap 1.0; lists the school's accomplishments in meeting these goals; summarizes information gathered since 2021—in particular, the results of a climate survey conducted in 2023; and sets forth the recommendations of the four working groups.

Some common themes and areas of focus for the school are

- » improving coordination and communication among faculty, staff, students, and alumni;
- » sharing information of mutual importance;
- » increasing awareness and utilization of resources and policies that already exist;
- » ensuring that the process for assessing students, programs, faculty, and staff is transparent;
- » better utilizing diverse alumni in student career planning and mentoring;
- » increasing retention by reducing the number of faculty and staff who “seriously consider leaving the school” (2023 climate survey);
- » finding ways to give faculty, students, and staff at the D.C. location a greater sense of inclusion and belonging;
- » ensuring diversity compliance, equity, and inclusion across all Carey sectors.



## II. Vision and Guiding Principles

The Carey Business School's 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.” 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.

### Statement of commitment and values

At the Carey Business School, we are committed to building and sustaining a work environment where diversity, equity, inclusion, and belonging are valued and celebrated as excellence. We will deploy our resources and influence to recruit a diverse faculty and staff at all levels of rank and responsibility, including leadership roles. We will do this by strengthening our equitable hiring practices, actively developing internal talent, and ensuring 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, staff, students, and alumni. We will seek input from and listen intently to all members of our community about ways that we can live our Carey values:

#### **Relentless Advancement**

Challenge the status quo. Carey builds on Johns Hopkins University's tireless pursuit of excellence.

#### **Boundless Curiosity**

Have a hungry mind, wired for exploration, always seeking, discovering, and innovating. Carey embraces continuous learning and a constant pursuit of knowledge.

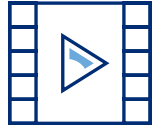
#### **Collaborative Leadership**

Foster an inclusive environment. Carey builds passionate teams across the Johns Hopkins network to develop dynamic business solutions.

#### **Unwavering Humanity**

Commit to business with humanity in mind. Carey advances society and shapes leading citizens.

It is the steadfast pursuit of our values that guides Carey to build for what's next.



### III. A Look Back at the First Carey Roadmap

Johns Hopkins University developed its first Roadmap on Diversity and Inclusion during the 2015/16 academic year. This came, in part, as a response to student protests and unrest in Baltimore and across the nation over perceived racial disparities. Building on this initiative, in 2020 the Carey Business School created the Diversity, Equity, Inclusion, and Belonging (DEIB) Task Force, seeking to devise a strategy that would improve diversity, equity, inclusion, and belonging at the school. With input from a wide range of stakeholders, the group spent considerable time on the ideation and creation of an initial roadmap with recommendations that would reflect the school’s mission and vision and that would impact not only the Carey Business School community but the broader communities of Baltimore and Washington, D.C., where the school operates.

The goal of the DEIB Task Force in creating Roadmap 1.0 was to create an environment at the Johns Hopkins Carey Business School that is vibrantly diverse, exceptionally inclusive, and effectually equitable. Achieving this would require trust and engagement across Carey Business School’s many facets: as a workplace, learning environment, and community. The strategy was built around three pillars:

- » Increasing representation across all spectrums and roles
- » Enhancing and nurturing a culture of trust and belonging
- » Practicing equity and inclusion consistently

The roadmap was finalized in June of 2021 and implementation began in the fall of that year.



### IV. Roadmap 1.0 Recommendations

The overarching goals of Roadmap 1.0 were to enhance and advance the culture and climate for all Carey Business School members and to address the governance of initiatives to pursue diversity, equity, inclusion, and belonging moving forward. To accomplish this, the task force believed that Carey should focus on three central areas:

- » Trust and psychological safety—The school should provide a space high in trust and psychological safety, allowing members to discuss areas of concern without fear.
- » A climate of learning—Members of the Carey community should remain open to others’ contributions, feedback, and criticism, and should approach interactions not with defensiveness but rather as a chance to learn and improve.
- » A welcoming culture—Members of the community should be openly and warmly invited to see others like themselves represented within the community.

The task force set forth 27 recommendations in seven categories (see the original roadmap at <https://carey.jhu.edu/about/diversity/roadmap>) Below are the recommended action steps followed by the status of each (achieved, ongoing, in process) as indicated in the 2023 Annual Report.

#### Culture and climate

- 2.1\* Establish a Council on Equity and Belonging (CEB), a dean-level advisory council, to oversee implementation and accountability for the roadmap’s recommendations. *Achieved*
- 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. *Achieved and ongoing*
- 2.3.1 Continue to host monthly open conversations and workshops to discuss diversity, equity, inclusion, and belonging. *Achieved and ongoing*
- 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.*

\*The Culture and climate section was the second section of Roadmap 1.0, which is why the recommendations begin with 2.1.



- 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*
- 2.4.1 *(Students, faculty, and staff)* Ensure that all school community members understand their options for handling concerns. *Ongoing*
- 2.4.2 *(Students, faculty, and staff)*: Regular surveys will measure the effectiveness of these communications and general understanding that will ask community members whether they know how to report concerns and measure their confidence that relevant parties will address their problems. *Ongoing*

### Education

- 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*
- 3.1.2 Include a relevant workshop or module in orientation or early co-curricular activities. *Achieved*
- 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 who 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*
- 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*
- 3.4.1 Identify resources to empower faculty to incorporate inclusive teaching practices. *Ongoing*
- 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*
- 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*

### Faculty

- 4.1.1 Require faculty search committee members to take diversity training every two years. *Ongoing*
- 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*
- 4.2.0 Expand efforts to hire post-doctoral fellows and invite visiting faculty from underrepresented communities. *In process and ongoing*
- 4.3.1, 4.3.2, and 4.3.3: Increase diversity in faculty leadership positions such as vice, associate, and assistant deans, and academic program directors. *Achieved and ongoing*
- 4.4 Increase the transparency and objectivity of promotion, resource allocation, and end-of-year evaluation processes. Create a 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*
- 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 senior faculty regarding faculty climate. *Achieved and ongoing*
- 4.6.1 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 who can speak to diversity, equity, inclusion, and belonging within the relevant areas. *In process and ongoing*
- 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*

## Staff

- 5.1.0 Increase staff diversity and publish representation data. Continue to participate in and support the JHU Staff Composition Report's publication to measure the long-term success of hiring and retention efforts, particularly in leadership and management roles. *Ongoing*
- 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*
- 5.1.2 Ensure consistent application of the established best practices for fair and inclusive hiring. *Achieved and ongoing*
- 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 Washington, D.C., as part of the recruiting strategy for staff roles. *Achieved and ongoing*
- 5.2.1 and 5.2.2: Conduct a formal pay equity audit of all staff roles every three years to ensure equity in line with the market and internally. *Achieved and ongoing*
- 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*
- 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*
- 5.4 Equip managers and leaders to lead and manage inclusively. *In process and ongoing*

## Students

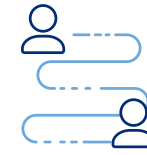
- 6.1.1 Review and expand the collection of demographic data upon application or enrollment for applying and admitted students. Partner with the Office of Admissions to create a more comprehensive application that allows students to record granular demographic data to build a more accurate picture of diversity at Carey. *Removed*
- 6.1.2 Publish enhanced demographic data on Carey's website for diversity and inclusion. *In process and ongoing*
- 6.2.1 Include student voices and opinions in relevant diversity-related activities and decisions. *Ongoing*
- 6.2.2 Include student representatives in future schoolwide task forces that address diversity, equity, inclusion, and belonging where appropriate. *Ongoing*
- 6.2.3 Ensure that students have access to networking opportunities that align with their identities with regard to race, gender, orientation, and ethnicity. *Ongoing*



## Alumni

- 7.1.1 Establish other alumni networks, including networks representing the LGBTQ+, Asian and Latino communities. *Achieved*
- 7.1.2 Include a representative from each network on the Dean's Alumni Advisory Board (DAAB) *Achieved and ongoing*
- 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*
- 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*
- 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*
- 7.3.3 Create a more targeted and robust mentorship program between alumni and students. *In process and ongoing*





## V. From Roadmap 1.0 to the Present

### i. Selected actions and achievements

Much has been accomplished in pursuing the recommendations of the initial roadmap. The previous summary shows that many of the action steps articulated there have either been achieved, are ongoing, or are in process. The annual reports for the past two years highlight the following concrete actions that Carey has taken to create trust and psychological safety, a climate of learning, and a welcoming culture.

#### **2021-2022**

1. 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
2. Increased investment in human resources dedicated to DEIB work at Carey including the positions of director, DEIB Partnerships and Student Resources; senior associate director of DEIB Programs; and executive sponsor of DEIB for Carey
3. Expanded the DEIB Summit to include more student perspectives and a broader range of topics, including neurodiversity
4. Offered DEIB programming, workshops, and training to students, faculty, and staff including the Identity in the Workplace series
5. Relunched the Leadership Development Program (LDP)
6. Adopted Commitment to Respect and created safe spaces for dialogue and understanding
7. Established the Underrepresented Groups Advisory Board
8. Implemented additional hiring best practices for staff
9. Expanded the Community Consulting Lab and focused on impacting historically underrepresented business owners in the Greater Baltimore small business ecosystem
10. Established an implementation task force and embedded DEIB goals across the community

### **Community engagement in Baltimore and Washington, D.C.**

- 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 underserved student populations. *Achieved and ongoing*
- 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*
- 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*
- 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*
- 8.3.3 In conjunction with other university schools, commit to a partnership with a designated Washington, D.C., public elementary school, similar to the school's current engagement in Baltimore with City Springs Elementary School. *On hold*
- 8.3.4 Identify new organizations and institutions to partner with for the mutual benefit of the students and the community. *In process*
- 8.4.1 Leverage the strong Baltimore/D.C. alumni network, particularly as one of the largest part-time MBA programs. *Ongoing*





### 2022-2023

1. Provided \$50,000 to eight local entrepreneurs through the Community Impact Fund
2. Continued inclusion of student voices and feedback throughout the year through listening sessions
3. Expanded student affinity groups and increased connections between student organizations and alumni networks
4. Expanded participation and attendance at professional and career affinity conferences
5. Launched the Leading Inclusively Executive Education open enrollment course
6. Developed and piloted the International Student Success Initiative program
7. Were featured in *Poets&Quants* for gender parity in Carey programs
8. Incorporated inclusion and belonging in meetings, planning, and analysis
9. Created a DEIB representative position in student organizations to provide feedback on DEIB initiatives
10. Matched 25 students and alumni of color through the Diverse Leadership Mentoring Program this academic year
11. Published the first Carey annual impact report with a full section dedicated to social and societal impact
12. Created, distributed, and published the results of the 2023 Climate Survey
13. Established a position of associate dean for Diversity, Equity, Inclusion and Belonging

## ii. Results of the 2023 climate survey

One goal of Roadmap 1.0 was to gather information to ensure that future initiatives would be evidence-based. Since 2021, the most significant source of quantitative data regarding diversity, equity, inclusion, and belonging at Carey is the climate survey distributed to students, faculty, and staff in the spring of 2023. It provides a snapshot of Carey's climate and culture, serving as a baseline for continuous improvement. What follows is a summary of survey results and takeaways.

### Demographic data

Of the individuals surveyed, the response rate was 12% for graduate students, 46% for faculty, and 66% for staff. The overall breakout of racial/ethnic identity was 24% Asian, 20% Black, 10% Hispanic/Latino, 11% white, and 35% biracial/multiracial. Numbers for other identities were less than 1% and percentages varied among faculty, staff, and students.

In terms of sexual identity, 58% reported themselves as cisgender women, 39% as cisgender men, and 1% on the trans-spectrum. While all faculty and administrative leaders who responded considered themselves heterosexual, among graduate students, 84% considered themselves heterosexual, 5% as on the queer spectrum, 8% as bisexual/pansexual, and 4% asexual. Among staff, 88% considered themselves heterosexual, and 8% on the queer spectrum.

According to population data provided by the Office of Institutional Research and Analytics from 2021-22 Composition Reports, 63% of Carey students, faculty, and staff were born in the U.S., 9% are non-U.S. citizens, and 11% are naturalized U.S. citizens. Of Carey respondents, 48% consider themselves liberal or progressive; 38% moderate; 10% conservative; and 4% libertarian. Regarding religious affiliation, the largest two groups are Christian (41%) and No Affiliation (41%), followed by Jewish (5%), Hindu (4%), and Muslim (4%).

While 77% of the individuals surveyed reported having no disability, of particular interest to the DEIB Taskforce are the individuals who reported having one or more, with 8% neurological, 7% multiple, 4% psychological, and 4% medical/physical/sensory.

Suffice it to say that—in terms of racial, ethnic, sexual, disability, national, political, and religious identity—Carey Business School is highly diverse with some differences among faculty, staff, and students.



## Questions related to equity, inclusion, and belonging

The main objective of a climate survey is to assess the degree to which respondents feel comfortable in the workplace; that they feel a sense of inclusion and belonging; that expectations and rewards are equitable; and that individual contributions are valued and differences respected. The survey posed questions related to these considerations and the results follow.

**Comfort:** Asked how comfortable they were with the climate at JHU, the vast majority responded that they were comfortable or very comfortable (students, 79%; faculty, 80%; staff, 80%). Student and faculty respondents had high overall comfort with the climate in their classes. However, a significant number of faculty (13%) and staff (14%) reported feeling uncomfortable or very uncomfortable with the overall climate at JHU and 16% of staff reported feeling uncomfortable or very uncomfortable with the climate in their work units. Also of note is that individuals who identified as cisgender men/men were more comfortable with the overall JHU climate than cisgender women/women.

**Exclusion:** A second question asked whether respondents had experienced or observed exclusionary conduct (e.g., being shunned, ignored, intimidated); or behavior that was offensive and/or hostile (e.g., bullying, harassing). Among graduate students, 15% reported yes, with 11% officially reporting the conduct and 4% contacting JHU Confidential Services. Numbers were a little higher among faculty (18%) and staff (17%), with many officially reporting the conduct but few contacting JHU Confidential Services. Targets were generally peers or persons with less power.

**Financial security:** For students, especially, central to a sense of belonging is financial stability. While few respondents (5%) had experienced food insecurity, many (28%) indicated that they had experienced financial hardship (78% tuition, 39% books/course materials, 29% food, 28% housing).

**Advising:** Graduate students also experienced lower rates of satisfaction with the quality of department advising and department/advisor support for work-life balance than other aspects of their department/program experience. They reported relatively high rates of comfort with sharing their professional goals with their advisors and with advisor response times, with individuals from underrepresented groups reporting greater satisfaction with the quality of department advising than Asian students, and Asian students reporting greater satisfaction than white students. Students from underrepresented groups and white students felt more comfortable sharing their professional goals with their advisors than did Asian students.



**Workplace climate:** Tenured, tenure-track, and non-tenure-track faculty all felt strongly that their division/department valued research, teaching, and service contributions and that they had the resources to pursue professional development. Two-thirds of tenured and tenure-track faculty and roughly half of faculty not on the tenure track perceived adequate support to manage work-life balance. Staff generally reported high rates of satisfaction with their supervisors. However, few staff felt that clear procedures existed for career advancement; fewer than half of exempt staff felt positive about their career opportunities at JHU; and only one-quarter of staff felt faculty valued their opinions. Fewer than half of faculty and one-third of staff felt that salaries for their positions were competitive.

**Considered leaving Carey:** Of students responding to the survey, 16% indicated that they had seriously considered leaving. The top reasons given were lack of a sense of belonging (37%), financial issues (35%), course availability/scheduling (33%), other academic reasons (31%), and an unwelcoming climate (27%). Among faculty, the numbers were higher, with 34% of respondents replying that they had seriously considered leaving. Among their top reasons were lack of confidence in department, division, or university leadership (34%) and lack of transparency (31%). Among staff, 52% had seriously considered leaving: 46% cited low salary/ pay rate; 43% lack of confidence in department, division, or university leadership; 39% lack of advancement opportunities; and 31% increased workload.

**Sense of belonging:** Nine questions sought to measure differences in how different groups perceive social support on campus, their feeling of connectedness, and whether they matter to the campus community. There were no significant differences among faculty, staff, and students although among graduate students, individuals with no reported disability had a higher sense of belonging than individuals with at least one reported disability.



### Key takeaways

Overall, among individuals who responded, the survey revealed remarkable diversity and relatively high rates of overall comfort—on campus and within the work unit, department/program, and classroom. Individual experience of Carey’s climate varied according to disability status and gender and racial identity, but, in general, there were few statistically significant differences among groups.

The survey revealed some areas that warrant further investigation as well as opportunities for improvement. Many of these are addressed in the recommendations that follow.

- » What could Carey do to improve school/life balance for students and work/life balance for staff and non-tenure-track faculty?
- » What causes a sense of workload inequity for faculty and staff and how could this be addressed?
- » How could faculty ensure that staff feel more valued?
- » What could the school do to improve staff salaries and career and advancement opportunities?
- » Why do some women feel less comfortable in the workplace than their male counterparts?
- » Could confidence in Carey leadership be improved and, if so, how?
- » As a marker of dissatisfaction, could the number of faculty and staff who seriously consider leaving Carey be reduced?
- » How could Carey reduce the sense of financial hardship for students beyond the normal routes of scholarship aid and work-study?
- » Some of these questions are beyond the purview of the DEIB Task Force but all pertain to the general goal of improving the feeling of equity, inclusion, and belonging among students, faculty, and staff.

### iii. Lessons Learned Regarding Implementation of Roadmap 1.0 Initiatives

There were several lessons learned from the efforts to implement the recommendations from Roadmap 1.0 which have informed our planning and documentation for Roadmap 2.0

**A first lesson learned is that control of the implementation timeline needs to be put into the hands of those actually doing the work to achieve the recommendations.**

In preparing Roadmap 1.0, the initial task force tried to identify some key metrics for the aspirational initiatives including (a) clear ownership and (b) specific timelines for achievement, by which it hoped that success could be easily measured. The school then put together a tactical team” of faculty and staff whose task was to work with their departments and areas to achieve and implement each of the recommendations. However, the tactical team often ran into issues in executing the aspirational plans from the roadmap by the initial timeline. Although the ideas of the recommendations were solid, sometimes key dependencies were not taken into account or understood by the task force at the outset. Sometimes it was necessary to slow down or reshape a well-meaning initiative for its intention to become successful. We want to convey that such adjustments are not seen as “failures” simply for not matching the timeline, but rather a measured approach to long-term success.







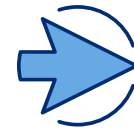
We believe it is critical for achieving Roadmap 2.0 success that any timelines associated with this set of recommendations be identified and driven by the tactical team and those staff and faculty closer to the process, who have a clearer understanding of what they will take to achieve. This will help ensure the ultimate success. Therefore, readers of Roadmap 2.0 will not see specific timelines documented in this plan at this time. We do anticipate that our past practice of annual update reports from the tactical team will continue so that we can better communicate the pace, plan, and outcomes of Roadmap 2.0.

**A second lesson learned is the need to augment and amplify the role of the Council on Equity and Belonging (CEB) as the shared governance body to track implementation for accountability.**

We believe it is critical for achieving Roadmap 2.0 success that the Council on Equity and Belonging (CEB) serve to advise the dean and the associate dean for Diversity, Equity, Inclusion and Belonging, and school leadership as needed. In this capacity, the CEB will be able to interact more directly and regularly with the Carey tactical team to track implementation for accountability.

**The third lesson learned is to selectively sharpen and deepen the alignment of the Carey Roadmap 2.0 in conjunction with *Realizing Our Promise: The Second JHU Roadmap on Diversity, Equity, and Inclusion*.**

A selective and deepened alignment of the Carey Roadmap 2.0 with the Second JHU Roadmap on Diversity, Equity, and Inclusion will allow for calibration that enables Carey to continue its strategic efforts consonant with the university's academic, research, and community and public sector missions while bolstering the school and university commitment to excellence.



## VI. Toward Roadmap 2.0

In keeping with the goals of the first roadmap, the DEIB Roadmap 2.0 Task Force aims to create an environment at the Johns Hopkins Carey Business School that is vibrantly diverse, exceptionally inclusive, and effectually equitable. We kicked off the planning process for Roadmap 2.0 in December 2023 with the pragmatic objectives of (1) reviewing past progress in achieving the overarching goals and specific recommendations of Roadmap 1.0 (see above); (2) identifying existing and new areas to address; and (3) offering recommendations moving forward.

In addition to data gathering—in particular the 2023 climate survey results—this process included communication and coordination with several groups: the Committee on Equity and Belonging (CED), Human Resources, the Management Council, the Committee for Diversity and Inclusion, the Carey Caucus of the Black Faculty and Staff Association (BFSA), the Cultural and Heritage Celebrations Work Group, the DEIB Annual Summit Committee, and several alumni and student affinity groups







## VII. Goals and Recommendations, Roadmap 2.0

The overarching goals of the DEIB Task Force, as established in the first roadmap are to

- » increase representation across all spectrums and roles
- » enhance and nurture a culture of trust and belonging
- » practice equity and inclusion consistently

To achieve the goal of enhancing and nurturing a culture of trust and belonging, the first roadmap stipulated that Carey should focus on several areas:

- » 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.
- » A climate of learning—Implementing our value of boundless curiosity, 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.
- » 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.

With these goals in mind, the task force set up four working groups—students, staff, faculty, and alumni—to make recommendations moving forward. Each group was to conduct research and take the temperature of its constituency. Based on the information it gathered, the group was to submit its recommendations, including action steps to realize them; a timeline; who would be responsible for implementing each step; and expected outcomes.

Roadmap 2.0 continues the work of Roadmap 1.0 while advancing us toward new goals.

### **Diversity, Equity, Inclusion and Belonging Task Force (DEIB)**

*Co-chairs:* James Calvin, Karen Sentementes

*Students:* Love Iris Chery, Chenfei Li, Kevin Liu, Diana McCormick, Anny Johanna Gonzalez Polanco, Isabella Robinson

*Faculty:* Kwang Soo Cheong, Serwaa Karikari, Stacey Lee

*Staff:* Abbie Day, Samella Koroma, Paul Mucciarone, Heather Pollak, Adaria Sogbor, Roger Williams

*Alumni:* Zachary Britt, Kelli Tubman White, Dwayne Brown (advisory role)

### **Council on Equity and Belonging (CEB) for 23-24 and Roadmap 2.0**

*Co-chairs:* LaToya Fendrick, David Smith

*Faculty:* Toby Gordon, Shubhranshu Singh

*Staff:* Dylan Rasnick, Gabrielle Styles

*Students:* Sheena Sharifi, Zain Islam-Hashmi, Anshika Kashyap, student to be added

*Alumni:* Guy DeWeever II, Kelli Tubman White, Elizabeth Gunn

*Ex-officio:* James Calvin, Karen Sentementes

### **Carey Faculty Advisory Council (CFAC) [term noted in parentheses]**

*Co-chairs:* Yuval Bar-Or (2023–25), Ozge Sahin (2022–24)

*Members:* Tao Chen (2023–25), Andrew Ching (2023–25), Steven Cohen (2023–25), Vadim Elenev (2023–25), Nicola Fusari (2022–24), Mario Macis (2023–25), Colleen Stuart (2023–25), Nazli Turken (2023–25)

### **Carey Staff Council**

*Co-chairs:* Michelle Graham, Erin McPhail

*Members:* Sazia Zaman, Evan Frejo, Jessie Su, Kerry G. Johnson, Ravichandran Raja, Sheila Mahony, Heather Pollak, Samella Koroma, Miller Simmons, Jenn Houder



Working group recommendations then underwent a review process. This included internal discussion in general task force meetings and feedback from external stakeholders including the Council for Equity and Belonging (CEB), Management Council, Faculty Advisory Council, Staff Council, and a period of broader commentary. From this process several common themes emerged, suggesting that Carey should

- » continue to pursue those steps from Roadmap 1.0 that are ongoing or in process;
- » seek to improve coordination and communication among faculty, staff, students, and alumni, sharing information of mutual importance;
- » increase awareness and utilization of resources and policies that already exist;
- » ensure that the process for assessing courses, programs, faculty, and staff is transparent;
- » better utilize diverse alumni in student career planning and mentoring;
- » increase retention; reduce the number of faculty and staff who “seriously consider leaving the school” (2023 climate survey);
- » find ways to give faculty, students, and staff at the D.C. location a greater sense of inclusion and belonging.

#### **Disability Compliance, Equity, and Inclusion**

A particular focus of the DEIB Task Force this year has been how the school addresses individuals with disabilities in its efforts to ensure a sense of inclusion and belonging for all. In a presentation to the DEIB Task Force, Johns Hopkins Office of Diversity and Inclusion Director Nathan Stenberg spoke from personal and professional experience of the challenges faced by this group.

Toby Gordon, a member of the Council on Equity and Belonging, writes, “It is important for the university and each school to recognize that disability compliance, equity, and inclusion (DCIE) stands on its own as an area of need.” She goes on to say that DCIE applies to students, staff, faculty, and alumni and that Carey should assess the status of

- » compliance with laws regarding ADA and SCAG accessibility, identifying barriers and opportunities for improvement in the areas of training, dedicated services, and accountability
- » equity and assurance of a seamless, barrier-free experience within and when moving across all areas of the university (physical, virtual, digital)
- » inclusion, identifying barriers and opportunities for improvement with regard to mutual respect and representation by people with lived experience.

#### **Recommendations of the work groups**

With the preceding process and general themes, principles, and goals in mind, the working groups representing faculty, staff, students, and alumni generated the following recommendations and action steps.

### **i. Faculty recommendations**

The overarching goal of the faculty work group’s recommendations is to promote and sustain a culture (1) that affirms the experiences and identities of all faculty members, (2) where faculty members feel valued and a sense of belonging, and (3) where diversity, equity, and inclusivity are reflected in teaching, research, service, and engagement at Carey and within the broader community.

In developing these recommendations, the faculty workgroup consulted the following: Assistant Vice Provost for Diversity and Inclusion and Deputy Chief Diversity Officer Emil Cunningham; Associate Vice Provost for Faculty Affairs Roland Thorpe; Director of Disability, Culture, and Inclusion Nathan Stenberg; Vice Dean for Faculty and Research Goker Aydin; Carey’s Management Council, and the Carey Faculty Advisory Committee (CFAC).

The following are their recommendations.

#### **1.1 Promote and sustain a culture where DEIB is reflected in teaching.**

Collaborate with the Curriculum Committee and Teaching and Learning (T&L) to implement recommendations from Roadmap 1.0, to create a culture where DEIB is reflected in our teaching. This includes:

1. Determining the courses into which DEIB content will be integrated.
2. Continuously educating faculty about inclusive teaching practices by holding:
  - a. Webinars
  - b. Presentations during faculty meetings

Resource persons would be faculty at Carey or JHU who have adopted inclusive teaching practices, and the team from JHU’s Center for Teaching Excellence and Innovation (CTEI). Additionally, new faculty members would be encouraged to undertake CTEI’s Best Practices in University Teaching course within the first two years of their appointment. Mid-course and end-of-course evaluations will be used to collect data on the progress toward adopting inclusive teaching at Carey.

The faculty workgroup further expanded on the Roadmap 1.0 recommendations to increase faculty diversity and inclusivity (1.2 and 1.3) and improve the culture and climate (1.4) by focusing on three goals:

**1.2 Increase faculty diversity to promote and sustain a culture where DEIB is reflected in our community.**

A possible way to get there would be by expanding the diverse hires pipeline through Fannie Gaston-Johansson Faculty of Excellence Program. This program—named after the first Black woman to become a tenured full professor at Johns Hopkins—is part of the 2020 Johns Hopkins roadmap goal that targets recruitment in the STEM disciplines. While the program primarily encourages hiring in clusters in STEM disciplines, it also allows for individual hires, which would allow Carey the flexibility to hire faculty that are viewed as targets of opportunity.

The faculty workgroup identified this as an ongoing objective, consonant with recommendation 4.1 in Roadmap 1.0. The focus here is on diverse (broadly defined) faculty who embody Carey’s core values. It is important to note that diversity may mean different things for different areas of specialization.

The working group recommends establishing a task force that will seek hiring opportunities to leverage these programs. The task force will target potential hires through public job postings, and through diversity-focused organizations such as the PhD Project.

**1.3 Nurture a culture that affirms the experiences and identities of all faculty members.**

Recognition by Johns Hopkins of the need to increase its efforts to hire and support faculty and staff with disabilities led to the hiring of Nathan R. Stenberg, the university’s first director of Disability, Culture, and Inclusion. Director Stenberg met with the DEIB Task Force in March 2024 and emphasized the challenge of identifying hires with nonapparent disabilities.

To achieve this goal, the Office of Faculty and Research and HR would work with Director Stenberg’s office and with the JHU Office of Institutional Equity (OIE) to ensure ADA compliance. If successful, this would not only help identify qualified candidates, but it would also create an enabling environment for faculty with disabilities and build a reputation for Carey as an employer committed to disability inclusion.

The workgroup recommends that, over a three-year period, HR and the Council for Equity and Belonging (CEB) work with Director Stenberg’s office and OIE to identify areas that need ADA compliance and to develop a medium-term plan to achieve ADA compliance. Progress toward ADA compliance may be measured using a checklist and anonymous surveying of faculty.

**1.4 Create and nurture a culture where faculty members feel a sense of belonging and are valued.**

The climate survey suggests areas where the work climate could be improved among faculty and staff. While 60% of tenured and tenure-track faculty felt they had adequate support to manage work-life balance, only 46% of faculty not on the tenure track felt the same. This suggests that the school could do more to support non-tenure-track faculty. In addition, 13% reported they were uncomfortable or very uncomfortable with the climate at JHU, and 34% of the faculty surveyed indicated that they had seriously considered leaving. The survey showed that 34% mentioned a lack of confidence in department/division/university leadership, while 31% mentioned a lack of transparency as the main reasons why.

The workgroup recommends the following:

- » promote faculty-staff interactions
- » provide increased support for practice-track and junior faculty
- » promote research on DEIB topics

CEB and CFAC will measure progress by conducting quick surveys at the end of town halls and faculty luncheons. QR codes will be projected to ensure easy access to surveys.





## ii. Staff recommendations

In crafting its recommendations, the staff work group began by reviewing the status of items contained in the first roadmap and examining the feedback received from the climate survey. It then engaged in discussions with invited staff members based at different locations, reporting verticals, and work modalities; engaged with experts in fields related to improving inclusion including Toby Gordon and Nathan Stenberg on disability compliance, equity, and inclusion; and consulted with members of CEB and Staff Council, as well as Executive Director of Human Resources and Talent Management Karen Sentementes.

Overall, the working group’s recommendations aim to enable Carey Business School to create a seamless, barrier-free environment for all constituents by targeting improvement in transparency with regard to staff composition, career pathways, and tools for managers to lead more inclusively. The following are our recommendations.

### **2.1 Increase the visibility of staff and leadership in Washington, D.C. Intentionally engage DC and remote staff to build a stronger sense of community.**

The opening of the Johns Hopkins University Bloomberg Center in the fall of 2023 moved Carey staff into a workspace shared by several other Hopkins schools. Feedback from staff has made it clear that more could be done to include D.C. staff in the life of the school and increase their sense of belonging. This concern was already part of Roadmap 1.0 (see Recommendation 8.3) but this would focus the efforts on making staff feel a greater sense of inclusion and belonging.

Some of the steps suggested by the group include

- » rotating town halls and interdepartmental summits (Harbor East, D.C., and virtual)
- » having members of the Management and Staff Councils attend First Tuesday and First Thursday social networking events on a rotation so that there is representation at every social networking event during the months of September to December and February to May
- » developing and coordinating leadership listening tours
  - These might be scheduled at strategic points during the year or in conjunction with major events
- » developing quarterly informal “coffee chats” with the Management Council
- » tasking the Staff Council to conduct semi-annual meetings with fully-remote staff to solicit feedback.

Efforts would be coordinated by Carey Management and the Staff Council. We recommend that a Staff Council committee be formed to schedule and execute the quarterly coffee chats.

Progress will be measured by the amount of active participation of the Management Council in First Tuesday and First Thursday social networking events as well as participation numbers of constituents who take part in “coffee chats.”

### **2.2 Better support employee health and well-being.**

The staff working group pointed to the need for better access to and understanding of human resources information. Having this information readily accessible will remove barriers for staff members who are trying to seek information about their roles, their benefits, etc., thus alleviating added emotional stress.

The group suggests

- » elevating the InsideCarey webpage as a one-stop source
  - This includes collecting and sharing more information on—and for individuals with—apparent and unapparent disabilities with the ultimate goal of creating a seamless, barrier-free environment for everyone;
- » enlisting the CEB to conduct focus groups to unpack survey results that report that staff and faculty who identify as women are reporting feeling less comfortable than other groups in the workplace;
- » reducing redundancies in councils
  - Now that there is an established Staff Council, we recommend that current councils be examined and streamlined to fall under its purview. Additionally, we recommend that the Staff Council work closely in conjunction with the Faculty Council.
  - Once reviewed and streamlined, information about the Staff Council and its subcommittees should be made available on InsideCarey.
  - The Staff Council will be encouraged to work with the Project Management Office to develop an organizational chart outlining the description of each council and how it connects with other councils and Carey stakeholders.

Efforts would be coordinated by Human Resources, MarComm, the Staff Council, CDI, and the DEIB Task Force. Desired outcomes would be an elevated level of information sharing; a reduction of outreach to HR directly for questions to which staff and faculty should be able to have convenient access; and a better understanding of why staff and faculty who identify as women are reporting feeling less comfortable than other groups in the workplace. This would bring Carey closer to creating a barrier-free workplace for everyone.



### 2.3 Increase transparency and consistency in job structure and promotions.

The 2023 climate survey showed that many staff feel that career advancement procedures are unclear. It is also possible that persons who report feeling overworked are experiencing “job creep” because of a lack of clear job descriptions. To increase transparency and consistency, the staff working group suggests

- » creating and publicizing a new section or link on InsideCarey that shows hiring data on underrepresented populations (a continuation of a recommendation in Roadmap 1.0)
- » conducting a market pay analysis comparing Carey to business school peers and aspirational institutions
  - This extends a recommendation in Roadmap 1.0 and is a follow-up to the JHU-wide Pay Equity Report.
- » holding HR-led workshops on what performance reviews really mean and how to use that information for career building
  - This might improve job retention and is a continuation of a recommendation in Roadmap 1.0, but shifts the focus to all staff.
- » holding HR office hours (virtual or in person) for staff to discuss their concerns
- » creating standard criteria specific to Carey for managers’ performance reviews, as recommended in Roadmap 1.0
- » making discussion points on staff salaries and bonuses mandatory for managers
- » adding “stay/retention” interviews in addition to exit interviews, so that HR is checking in with staff during their time at Carey rather than only as they exit.

Again, these efforts would need to be coordinated by Human Resources, the Staff Council, MarComm, managers, and leadership. They would move the bar closer to making job expectations, compensation, and bonuses more transparent for staff and might also result in greater staff retention rates.

### 2.4 Formalize professional development plans and increase information sharing between faculty and staff.

The climate survey revealed that fewer than half of exempt staff feel positive about their career opportunities and that many feel their contributions are not valued by faculty. To address this, the staff working group recommends these steps:

- » Making discussing professional development plans for direct reports part of how managers are evaluated
- » Designing career scaffolding/career pathway templates that can be used in Success Factors
- » Finding a way for staff to engage in structured job shadowing and cross-training.
- » Create quarterly opportunities for staff and faculty to learn about one another’s work and research

These steps would need to be coordinated by Human Resources, the Staff Council, managers, the Faculty Council, and OFR. If successful they would increase staff retention by creating an environment where individuals can grow; increasing their knowledge by encouraging them to explore interests outside of their regular positions and responsibilities; and elevating understanding between staff and faculty, building connections and points for collaboration. Desired outcomes would include creating greater transparency on job expectations, compensation, and bonuses for staff. They might also result in greater staff retention rates.

### iii. Student recommendations

Student proposals in Roadmap 1.0 focused on expanding data collection and dissemination on student demographics and increasing student representation in school decision-making. Consonant with these goals, the student workgroup devised recommendations and action steps in two broad areas:

#### 3.1 Goal: Ensure a diverse student body at the Carey Business School.

**Strategy:** Increase awareness and access to business education at Carey.

**Action steps:**

- » Support and expand pathway programs (SBA, LDP, Pathway Partnerships, CTY, etc.)
- » Encourage student representation and participation to promote business education among K-12 and undergraduate students at schools in Baltimore and Washington, D.C.
  - This might include the collaboration of student organizations with local schools and programs and the participation of local students in Carey pathway programs.
- » Develop and implement recruiting strategies, identifying and employing talented students with diverse backgrounds, geographic origins, and academic and work experience.

**Responsibility:** Admissions, Academic Programs, CSP, Student Affairs, DAR



### 3.2 Goal: Ensure an inclusive educational environment of equity and belonging at the Carey Business School.

**Strategy:** Increase connections among students and between students, staff, faculty, and alumni; constantly seek to improve student support, resources, and communication.

**Action steps:**

- » Enhance cultural agility training for students, staff, and faculty to raise awareness and promote inclusive practices.
- » Enhance communication, onboarding, and support for international students, leveraging JHU and Carey resources (cultural connections, resource and career guides, specialized orientations).
- » Enhance existing feedback mechanisms (course evaluations, pulse checks, student experience surveys).
  - Ensure transparent and clear communication regarding how feedback is applied to programs, courses, and student experience, using multiple channels and prompting action where appropriate.
- » Enhance and expand mentorship programs, pairing graduate students with experienced peers and alumni who can provide guidance, share insights, and increase their feeling of inclusion and belonging.

**Responsibility:** HR, Student Affairs, Academic Programs, OIDA, DAR, CLD, CSP



### iv. Alumni recommendations

The alumni work group undertook comprehensive research in drafting recommendations for the next phase of Carey’s DEIB roadmap. Our strategy encompassed three key elements:

- » assessing past successes and opportunities
- » understanding the current landscape
- » drafting forward-focused recommendations

We consulted extensively with various stakeholders, including the Development and Alumni Relations (DAR) team, Admissions, Student Affairs, alumni affinity networks, and the Underrepresented Groups Advisory Board. Additionally, we have considered insights from the 2023 climate survey and collaborated with this task force’s student working group.

Based on this strategy, we would like to propose the following:

#### 4.1 Expand alumni affinity networks for comprehensive representation.

In the initial JHU Carey DEIB Roadmap, Recommendation 7.1 emphasized the importance of expanding and supporting diverse alumni networks. Since then, significant progress has been made with the establishment of the Pride Network, which serves the LGBTQ+ community. However, to create a truly inclusive environment, we must continue building on this foundation.

We recommend expanding affinity networks to ensure that Carey alumni feel represented and connected. This might include

- » developing a Latino affinity group and adding a Veterans Alumni Network, (already planned)
- » engaging with Alumni Relations, Student Affairs, and student organizations in identifying potential network leaders
- » working closely with Central Alumni Relations which is already planning to launch Asian, Pacific Islander, and Native Peoples affinity groups
- » leveraging existing communication channels (newsletters, social media, alumni events) to promote the new networks
- » hosting launch events, webinars, and mixers to introduce alumni to these affinity groups
- » assessing the effectiveness of the networks and adjusting, as needed

#### 4.2 Enhance alumni career development initiatives

Building upon the foundation laid by Recommendation 7.3 in Roadmap 1.0, which emphasizes robust alumni programming, we propose targeted initiatives to empower alumni from underrepresented groups. These initiatives would foster career growth and leadership development while offering industry insights. We recommend:

- » engaging with Alumni Relations, the Career Development Office, and the Alumni Networks Council, as well as affinity and regional alumni networks, to develop programming that
  - invites a diverse lineup of industry leaders, successful alumni, and experts to share their experiences, insights, and career journeys
  - provides alumni with up-to-date knowledge about industry trends, emerging technologies, and market dynamics
  - equips alumni with leadership skills and strategies; and addresses specific challenges faced by alumni from underrepresented backgrounds.

To evaluate the effectiveness of these programs, we recommend collecting feedback from participants to evaluate program effectiveness, and to monitor alumni engagement, attendance, and career outcomes. The feedback could then be used to refine these programs to meet the diverse needs of our alumni.

#### 4.3 Strengthen alumni communications regarding diversity, equity, inclusion, and belonging.

Alumni Relations already recognizes many identity-based events through the Carey Connections alumni newsletter, including Black History Month, Women’s History Month, Pride Month, and more. However, climate survey results suggest that alumni lack awareness of Carey’s DEIB efforts. To bridge this gap, we propose targeted communication strategies that emphasize the importance of these initiatives and celebrate our successes.

We recommend the following actions to enhance alumni engagement and awareness:

- » working with Alumni Relations, Alumni Network Council, and affinity and regional alumni networks to reach alumni through multiple communication channels with content and messaging tailored to audience needs
- » highlighting DEIB events, initiatives, and success stories
- » publishing progress reports, and opportunities for involvement
- » encouraging alumni to share their thoughts, suggestions, and experiences related to DEIB

To measure the effectiveness of these efforts, we suggest monitoring engagement metrics (e.g., usage rates, event attendance, and social media interactions), conducting periodic surveys to assess alumni awareness and satisfaction, and adjusting communication strategies based on feedback and data.

#### 4.4 Leveraging alumni for diverse student recruitment

Our alumni are valuable advocates who can play a pivotal role in attracting a diverse and representative student body. Alumni provide authentic insights into the Carey community. By strategically engaging them, we can create a stronger pipeline of talented individuals who resonate with our mission and values.

We recommend the following actions to maximize alumni involvement in student recruitment:

- » engaging with Alumni Relations, Admissions, and alumni networks
- » involving affinity networks to identify alumni willing to participate in recruitment efforts, including the Alumni Ambassador program
- » enhancing the monthly Connect with Alumni series by soliciting alumni speakers who inspire and engage prospective students from affinity networks

Primary responsibility for this initiative might lie with the Underrepresented Groups Advisory Board in collaboration with the Carey Admissions team.

#### 4.5 Strengthen alumni-student connections for DEIB.

Building upon the foundation set by Recommendation 7.3 in Roadmap 1.0, which emphasized the importance of a mentorship program, we propose an extended strategy that focuses on meaningful interactions between diverse alumni and current students.

While each existing affinity network now has a mentoring component, and the Diverse Leadership Mentoring Program has been a success in offering supplemental, outcomes-based career programming, even more could be done to ensure that alumni feel connected and invested in student success. By formalizing connections and leveraging affinity networks, Carey could strengthen alumni-student relationships, contributing to a thriving community.

We recommend the following steps to create a robust alumni-student strategy:

- » collaborating with Alumni Relations, Student Affairs, alumni affinity networks, and student organizations to identify willing mentors
- » providing guidelines for mentor-mentee interactions, emphasizing inclusivity and mutual respect
- » integrating alumni engagement into student life
- » creating a feedback loop to refine the strategy





## VIII. Appendices

### **Roadmap for Diversity, Equity, Inclusion, and Belonging (2021)**

<https://carey.jhu.edu/about/diversity/roadmap>

### **Annual reports (2021/22 and 2022/23)**

<https://carey.jhu.edu/about/diversity/roadmap>

### **Climate survey (2023)**

[FAQs](#)





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