

**Maryland Independent College and University Association
Cultural Diversity Survey**

Institution: Johns Hopkins University School of Education (SOE)

General institutional questions

1. Describe efforts the institution has made in the past year to create an environment of support for underrepresented ethnic groups. In responding to this question, you may include some of the following examples:

a. Activities / events taking place at the institution that enhance cultural diversity:

i. The SOE Committee on Diversity and Civility (CODC) continues to be a guiding body for the culture of the School, focused on promoting awareness and fostering a climate where diversity is valued and civility is practiced. This is a diverse committee open to faculty, staff, and student representation. The CODC seeks to foster a culture of inclusion and civility through a variety of readings, videos, and team building activities; to make connections between the work of the committee and our teaching; to sponsor or co-sponsor events to promote understanding and awareness; and to address matters of diversity and civility that impact our staff and faculty. A few examples of the CODC's work during the past year include the following. The CODC:

- Worked with the School's academic leadership on the initial phases of planning and data gathering in relation to diversity in preparation for SOE's 2015 accreditation visit by NCATE (the National Council for Accreditation of Teacher Education—the accrediting body for SOE's educator preparation programs). [*Note: Diversity is one of the six standards used by NCATE to evaluate institutions.*]
- Recommended and obtained approval for construction of a gender neutral restroom at our Columbia Center campus, which is expected to begin in the summer of 2013. [*Note: Such facilities are already in place at the Baltimore and Montgomery County campuses.*]
- Hosted an evening discussion for faculty, staff, students and community friends with Dr. Howell Baum, author of *Brown in Baltimore*.
- Maintained and added content to the "Diversity Matters" website, which is a large information resource that includes internal and external resources related to diversity and civility. We are in the process of adding a substantial component on LGBTQ resources.

- ii. The School of Education hosted two LGBT events – one was a general interest meeting with a goal of establishing a student organization in the future, the other was a panel discussion, titled *Voice of Experience*, that explored awareness, pride, and inclusion for educators and counselors.
- iii. We have provided the opportunity for students to submit articles on diversity-related topics to the SOE student newsletter and highlighted student involvement in matters of diversity or civility.
- iv. We also continue to promote student groups through orientations, newsletters, and our website.
- v. As a School, we hold faculty and staff events that encourage interaction across all campuses and celebrate heritage and individual interests and accomplishments through special events, such as brown bag lunches and the annual faculty and staff family picnic.

a. Inclusion of cultural diversity in the institution’s mission statement or other written policies:

Diversity has long held a prominent place in the School of Education’s core values and mission. These values and overall mission are represented in the School’s conceptual framework that drives our accreditation with NCATE (see Appendices A and B). These documents are posted on our intranet, inform our accreditation reviews, and are regularly referred to and shared in various forums, including staff and faculty meetings and retreats.

b. Community outreach programs that bring underrepresented groups to campus and/or that bring college personnel to community groups (i.e., schools, youth groups, community or civic associations, nonprofit organizations, etc.):

- i. The School of Education’s Division of Public Safety Leadership (PSL) delivers a 10-12 week non-credit course, titled *Building Boys into Men*, that mainly targets African-American middle and high school boys. Each weekly session is geared to make students think before they act, to take ownership for their behavior, and to morally challenge them to be better members of society. As well as managing this program, PSL also offers presentations workshops on how to work with and mentor male youth across the State.
- ii. Since the spring of 2011, SOE has operated the East Baltimore Community School (EBCS), located near the JHU medical campus in East Baltimore. SOE is currently constructing a new \$42 million, 90,000-square-foot/7-acre facility nearby campus that will house the new Elmer A. Henderson: A Johns Hopkins

Partnership School (Henderson-Hopkins), into which EBCS will be folded. In addition to housing the new K-8 school, the Henderson-Hopkins campus will also be home to an early childhood center. SOE envisions the new school and early childhood center, which are due to open in fall 2013, becoming an anchor for redeveloping one of the most economically deprived neighborhoods in Baltimore and ultimately serving a diverse, mixed-income community of students and families.

Examples of community outreach activities that SOE has undertaken in partnership with EBCS this year include:

August 2012

School Supply Drive – SOE held a fundraiser collecting school supplies to be delivered to EBCS for use with students in need and staff.

November 2012

Food Drive – SOE delivered 15 family baskets that included breakfast, lunch, and a thanksgiving dinner, which included a turkey. Three additional boxes of miscellaneous food items were also given to the school.

Take Time Reading Adventure – Starting in October, eight volunteers from SOE visited grades K-3 every month to read a story and work on a project with the class to show that reading can be fun. The themes for reading this year were: October-honesty; November-respect; December-kindness; January-friendship; February-citizenship; April-responsibility

March 2013

SOE partnered with the Weinberg Foundation and Baltimore Book Bank “Book Drive” to collect more than 500 new and used books. The new books will be given to Baltimore City School Libraries Redevelopment Project and the used books will be given to the students for their home library.

- iii. The School of Education actively supports the Baltimore YouthWorks program. During the summer of 2012, we mentored seven students from the YouthWorks program.
- iv. The School of Education is a participant in the Urban Health Institute (UHI), which seeks to strengthen the linkages between education and health issues and practices. UHI works to connect JHU and the surrounding community through programs, seminars, and other events. A series of seminars targeted to reach across the JHU and Baltimore communities is offered at the schools of Education and Public Health. SOE Faculty member Eric Rice is the assistant director of the UHI, while Mariale Hardiman, Assistant Dean for Urban School

Partnerships, and David Andrews, Dean of the School of Education, sit on the Academic Coordinating Council.

- v. The School of Education's "Shaping the Future" discussion series, which attracts nationally recognized panels experts to address the most challenging issues in public education, brings together faculty, staff, students, alumni and community members. In December 2012, SOE sponsored a panel discussion on the Common Core being introduced in U.S. schools that drew more than 300 attendees. Panel members included Dr. Lillian Lowry, Maryland State Superintendent of Schools; Callie Riley from Achieve, Inc., and Dave Volrath, Teacher and Principal Evaluation from Maryland State Department of Education.
- vi. The School of Education, in partnership with the Baltimore City Public Schools (BCPS) Office of Early Childhood, again participated in BCPS' PreK at Play day on April 25, 2013. This city-wide program exposes 4- and 5-year-olds to a variety of experiences that most would otherwise not have a chance to experience in their young lives. Two classes of 4-to-5-year-olds from Samuel B. Morse Elementary School visited the Education Building and participated in a hands-on learning activity for two hours. SOE, which takes the lead in coordinating the University's participation in the PreK at Play day, recruited the Whiting School of Engineering, Peabody School, and the School of Nursing to participate in this effort.
- vii. The School of Education also holds events, such as viewings of education-themed movies followed by a discussion, to bring students, alumni, faculty, staff and community together. In November 2012, SOE held a viewing of "Race to Nowhere" with 57 attendees. On April 16, 2013, we showed "The Finland Phenomenon," which attracted 114 attendees.
- viii. SOE's Center for Technology in Education (CTE) is engaged in a number projects that serve children, parents and educators in Maryland, particularly in the area of special education. Specific examples of CTE's activities include:
 - Implementing a major project, in partnership with the Maryland State Department of Education, (MSDE) which enables Maryland schools to track student performance and develop customized Individual Education Plans (IEPs) to support and document the educational progress of children with special needs. The system has been implemented in 17 of the 24 Maryland school districts, The Maryland School for the Blind and The Maryland School for the Deaf and several other non-publics.
 - Collaborating with MSDE to launch Maryland Learning Links (<http://www.marylandlearninglinks.org>), a website that provides

information, guidance and resources related to special education and early intervention in Maryland.

- Providing web-based professional development to Baltimore City principals to help them comply with federal special education requirements. In addition, CTE is implementing its “Boundless Learning” curriculum in the Prince George’s County Public Schools system.
- Partnering with SOE’s Center for Research and Reform in Education in the \$25 million scale-up grant (the largest grant of its type awarded in the U.S. Department of Education’s i3 competition) awarded to Old Dominion University. This highly visible partnership provides high-need middle school children with increased access to challenging math courses using a cooperative learning model.
- Partnering with MSDE’s Division of Early Childhood Development on a multi-million dollar federal grant that will allow the State to further strengthen its acclaimed early childhood programs. The program, co-managed by the U.S. Department of Education and the U.S. Department of Health and Human Services, is designed to narrow the school readiness gap for children in poverty, English language learners, and those with disabilities.

ix. SOE’s Center for Social Organization of Schools (CSOS) conducts many projects that engage local area middle and high school students, including:

- During the 2012-13 school year, CSOS operated three secondary schools in Baltimore that primarily serve underrepresented populations. Some CSOS staff worked full-time in these schools, while many university employees participated in programs and projects at the schools.
- CSOS takes every opportunity to bring students from these schools to campus – campus tours, speakers – and to involve them in center activities, such as performing at the annual summer institute.
- Arts and expression and career exploration are woven into the school day at Baltimore Talent Development High School, one of the three school operated by CSOS, allowing students to work with university staff and local artists and entrepreneurs to learn new skills as well as learn about various professions.
- Stocks in the Future (SIF) is a program designed to improve school performance of middle school students through the teaching of financial life skills. The three-year supplementary curriculum developed by JHU encourages attendance, especially for students needing extra motivation. It teaches strategies for earning, preserving, and investing, with an emphasis on business concepts and the stock market. Academic skills are reinforced throughout. By improving attendance and grades, students

earn SIF dollars, which enable them to purchase publicly traded company stocks that transfer to their names upon turning 18 years old and graduating from high school.

- Partnering with the Carnegie Institute and the Biology and Physics departments in the Krieger School of Arts and Sciences to provide outreach teaching in the sciences at the Baltimore Talent Development High School.

c. Publications that reflect diversity:

SOE faculty produced a number publications in the past 12 months related to diversity. Selected publications include:

- Dr. Joyce Epstein from SOE's Center for Social Organization of Schools co-authored a book titled *Multicultural Partnerships: Involve all Families*.
- Drs. Marcia Davis and Martha Mac Iver from CSOS produced the following guide, *Organizing Early Warning Indicator and Intervention Work Groups for Dropout Prevention: A How-to Guide for Schools*, published by the U.S. Department of Education.
- Dr. Steven Ross from SOE's Center for Research and Reform in Education authored a monograph titled *Partnerships for Increasing Urban Education, Social, Health, and Economic Outcome: Guidebook for Implementing the Say Yes City-wide Turnaround Strategy* published by the Say Yes to Education Foundation.
- Drs. Margaret Chambers, Alan Cheung and Robert Slavin from SOE's Center for Research and Reform in Education co-authored a book chapter titled "Effective early childhood programs for children at risk of school failure" in the book *Handbook of Research on the Education of Young Children*.
- Dr. Laurie deBettencourt authored a book chapter titled "Should there be alternative special education curricula, or should students with special needs be part of mainstream classroom instruction?" in the book *Curriculum and Instruction: Debating Issues in American Education*.
- Dr. Christine Eith, a faculty member in SOE's Division of Public Safety Leadership, authored a book chapter titled "Emergency communication in the developing world: Considering intercultural differences and the needs of urban populations" in the book *Strategic Health Communication in Urban Contexts*.
- Dr. Faith Connolly and Linda Olson from CSOS collaborated on a book chapter titled "Early elementary performance and attendance in Baltimore City schools' pre-kindergarten and kindergarten" in the book *The State of Black Baltimore*.

- Dr. Yolanda Abel published an article titled “African American fathers’ involvement in their children’s school-based lives” in the *Journal of Negro Education*.
- Dr. Helena Mawdsley from SOE’s Center for Technology in Education co-authored a journal article titled “Mothers of young children with disabilities: Perceived benefits and worries about preschool” in *Early Child Development*.
- Three of SOE’s Counseling faculty (Drs. Cheryl Holcomb-McCoy, Ileana Gonzalez and Anita Young) collaborated to publish the following article, “*Transforming urban school counselor preparation for the next century,*” in SOE’s in-house online journal, *New Horizons for Learning*.
- Dr. Cheryl Holcomb-McCoy also co-authored an article titled “Parental characteristics, ecological factors, and the academic achievement of African American males” in the *Journal of Counseling and Development*.
- Two of SOE’s Special Education faculty, Drs. Tamara Marder and Laurie deBettencourt, collaborated to publish a journal article titled “Using a hybrid model to prepare special educators to teach students identified with ASD” in *Rural Special Education Quarterly*.

In addition, Dr. Laurie deBettencourt continues to serve as the co-editor of *Teacher Education and Special Education (TESE)*, the journal of the Teacher Education Division of the Council for Exceptional Children.

d. Institutional diversity goals:

- i. During AY2012-13, SOE continued with its theme of promoting civility and understanding by addressing the results from the student survey it conducted in the fall. In spring 2013 we held a series of follow-up focus groups with students that focused on four critical areas identified in the survey: programming, communication, diversity and civility, and school involvement.
- ii. We continue to seek opportunities to promote dialogue, build awareness and understanding of diversity and civility issues, and to increase awareness of the School’s support for and the resources available to respond to student disability services needs. The following programs continue to be important elements in advancing these goals:
 - The student orientation program is an important venue for providing new students with increased information about our financial aid, international and disability services, and to promote awareness of services and student groups.

- “Back to School” nights are staffed by faculty and administrative staff at the start of the fall and spring semesters as a way of building dialogue, enhancing the sense of community, and providing service to our students.
- Our website specialist designs our web pages so that they are accessible for our students and visitors with disabilities.
- SOE works closely with the JHU ADA Compliance and Disability Services office and annually reviews facility accessibility and any other enhancements necessary to accommodate our students with disabilities.
- Through our continuing efforts to more broadly diversify our faculty, we enhance student comfort and overall staff, faculty, and student awareness of diverse cultures and perspectives. As noted later in this document, in fall 2011 (which is the most recent time period for which we have comprehensive data) almost 65% of the School’s full-time faculty were women and approximately 14% self-identified as being from an underrepresented ethnic minority.
- We collaborate with faculty in various venues on issues related to inclusion and recognition. We are striving to foster a greater sense of inclusion and are enhancing communication with and among students, as well as fostering increased awareness of disability services and accessibility support.

2. Describe how the institution assesses its performance in promoting cultural diversity.

- i. As noted in previous reports, the School of Education received the highest possible rating (“Target”) in 2008 from its accrediting agency (the National Council for Accreditation in Teacher Education [NCATE]) for the diversity of its student body (Standard Four [Diversity]: 4c – Experiences working with diverse candidates). Building on the recommendations from the 2008 NCATE visit, the School has implemented a comprehensive student data collection (Tk20) and developed a Comprehensive Unit Assessment System. The assessment system includes an assessment matrix/curriculum map for each program that details program goals, objectives, assessments and learning outcomes and how they align with the five outcomes expressed in the School’s Conceptual Framework, one of whose stated outcomes is being “Committed to Diversity.” We are working to refine this assessment system in order to enhance our ability to 1) monitor and improve the performance of underrepresented populations, and 2) track the School’s own performance in meeting our diversity goals.
- ii. As part of the assessment system described above, individual programs have developed cultural diversity disposition measures and the Committee on Diversity and Civility developed a diversity disposition draft document in fall 2012. Inspired

by these documents, a unit-wide admission interview disposition survey was developed and introduced for the spring 2013 admission cycle.

- iii. As a School, we value and critically evaluate and develop action plans to respond to feedback from the JHU student and/or staff and faculty climate surveys. In 2012-2013, we participated in the university's Gallup Survey for staff. We then followed up with our own school-wide survey for staff to drill down on critical issues, as well surveying faculty through a series of interviews focused on organizational culture. SOE also recently held a series of student focus groups (see above). We will be analyzing the data and making recommendations in response to the student feedback prior to the fall semester.
- iv. We evaluate student population trends. In fall 2011, approximately 74% of the students enrolled in the School during this time period were female, and approximately 22% of our students were from historically underrepresented minority populations. Our admissions, enrollment, and graduation data reveal that the percentages of historically underrepresented students and female students have remained fairly stable over the past five years. Our data indicate that the School has been able to retain and matriculate students from these population-sets.
- v. We review our hiring practices and policies and evaluate the results from our faculty searches to ensure that we are reaching a diverse applicant pool. Through our interviewing processes, we convey an organizational value for diversity and we take diversity into consideration when determining hiring goals.

3. What program would you like to implement to enhance cultural diversity if resources were available?

- i. The School of Education would like to allocate resources to implement programs that would better allow us to engage students and faculty directly with diverse populations in schools and communities. This would include more internships and program development opportunities in Baltimore City Public Schools.
- ii. The School of Education would like to develop and implement more educational programs that are designed to address the key cultural issues impacting education today. These programs would include face-to-face and online delivery systems and would be designed for the broader JHU community, communities in and around Baltimore, and national audiences

Questions specific to students

1. Describe efforts the institution has made in the past year to recruit a diverse student population? In responding to this question, you may include some of the following examples:

a. General examples:

- i. We make a point of having all of our communications (brochures, adverts, web, etc.) reflect diversity. (Copies can be provided if needed.) We also build experiences that recognize and value diversity through our orientation sessions, student newsletter, workshops, promotion of diverse student groups, promotion of disability services, and our website.
- ii. The School of Education continues to be committed to making every possible effort to ensure that all electronic and information technology developed and maintained by the School is accessible to people with disabilities. Our website currently meets the primary accessibility design standards outlined in Section 508 of the Rehabilitation Act of 1973, as amended, and we continue to make accessibility a priority in the development of all websites affiliated with the School. This past year, SOE has continued the redesign of its website, which now includes new templates specifically intended to increase accessibility to people with disabilities. In addition, our website manager annually attends a disabilities accessibility training session and SOE continues to lead the University in electronic communications that comply with accessibility.
- iii. We continue to host open house events, which are now centralized at the Education Building in Baltimore, in keeping with the School's goal to create a more central School identity for our students. Our programs, many of which are geared towards supporting our partnerships with school districts, target teachers, current educators and future educators both in the Baltimore-Washington region and nationally. This year, an advert was placed in the Prince George's Gazette to specifically attract prospective students from a more diverse audience.
- iv. We now participate in the IRT program – The Institute for Recruitment of Teachers. Since 1990, the IRT has built a national consortium of colleges and universities that are eager to enroll IRT students to diversify their graduate student bodies and to expand the pipeline of educators to teach, counsel, and administrate in American schools, colleges, and universities. We joined this consortium this year and worked with IRT staff and administrators to support and encourage the applications of their students.

- v. We continue to connect with other local colleges and universities. As part of this effort, we participate in events aimed at recruiting students from Historically Black Colleges and Universities (HBCUs) in the region, such as Bowie State University and Howard University. This year, we developed a targeted campaign to HBCUs that included a recruitment poster and email, and purchased advertising in HBCU's student profile book. In addition, our admissions office visited a number of Idealist Recruitment Fairs nationwide which draw a large and diverse prospect audience.
- vi. Targeted programs sustain critical pipelines for recruiting diverse students to the School of Education. Among these is the "ProMAT" format of the Master of Arts in Teaching (MAT) program, developed in partnership with Montgomery County Public Schools, which has been able to sustain cohorts with approximately 30-to-40% representation from underrepresented minority populations. This program is specifically focused on high need schools in Montgomery County. While this effort has created a more diverse student population within the school, even more important is the fact that our recruitment efforts are helping to bring a new generation of highly qualified African-American teachers to Montgomery County public schools.
- vii. The School has been working to broaden the impact of its collaboration with Teach For America (TFA). Specifically, the Master of Science in Education program that SOE offers in partnership with TFA in Baltimore is being made available in select TFA regions across the country using an online delivery model that is both highly interactive and rigorous. The learning experience provides TFA corps members with the knowledge and skills necessary to succeed as teachers in classrooms in our nation's most challenged schools, often in urban settings. Through this program, the School seeks to have a long term impact in the communities served by SOE graduates. In addition, the personalized learning model allows differentiated approaches to content, assessment, pacing and learning style for individual students.
- viii. Now approaching its fourth year, the School Counseling Fellows master's program is designed for individuals interested in pursuing a career in school counseling, with a focus on working in urban and/or metropolitan school districts. The Fellows program prepares individuals to be leaders and advocates in schools, counsel K-12 students and families, consult and collaborate with community and school stakeholders, and develop data-driven comprehensive counseling programs that promote social justice and equity in schools. This innovative full-time program attracts a diverse pool of applicants who are committed to the unique challenges faced by children, families, schools, and communities in urban settings.

b. Financial aid or scholarships to promote cultural diversity:

- i. We present financial aid information in person at each open house event for the School. We mail the Financial Aid Fact sheet to every prospect regardless of whether his or her inquiry mentioned financial aid. We also put all of our financial aid information online. These multiple forms of communication have enabled us to reach a diverse audience and to substantially increase awareness, which has led to an increase in the number of financial aid applications.
- ii. Because of Title IX, we do not have scholarships that are restricted to minority or culturally diverse students. However, all of the scholarship review committees now take financial need into account when awarding scholarships, and there is traditionally a high correlation between economic hardship and minority status.
- iii. Staff members in the Financial Aid office continue to volunteer to participate in the local Tri-State “You Can Afford College” Sunday to help Maryland residents and their parents complete the FAFSA. They have also presented this year to groups such as the federal TRIO program and Upward Bound, and annually participate in our financial aid association's College Goal Sunday.
- iv. We have expanded our Default Reduction Initiative, with more one-on-one debt management counseling structured to accommodate our working students. Some students come to SOE with higher than average student loan debt as a result of limited family financial support. We also help first generation graduate students understand graduate funding and financial planning for post-graduation.

c. College preparation and intervention programs targeted for culturally diverse students:

Financial Aid staff members volunteer at the annual College Goal Sunday event sponsored by the University of Maryland Education Opportunity Office. The event is geared towards participants that are very diverse and from lower income households. Staff members also present at college prep and aid awareness workshops at the University of Maryland, the SEED School of DC, local high schools and community colleges. We have also engaged in training and presentations about federal TRIO programs for staff and students.

d. Student orientation policies that incorporate cultural diversity:

SOE's general student orientations are moving online so that we can reach a wider student audience (particularly part-time and online students), although there will still be face-to-face orientations with students in our full-time programs so they can interact with faculty and staff. SOE will also be hosting workshops from different units (e.g. the financial aid office and the library) to support all students. These workshops will be broadcast via Adobe Connect. In addition, events like Shaping the Future and our education-themed movie series enable students to interact with faculty. This year, SOE also made a concerted effort to support the LGBT community through various events.

2. How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?

We seek to provide leadership opportunities for all of our students, with a particular emphasis on women and students of color. Examples of student engagement this year include:

- All student organizations are required to engage in some type of project on behalf of an underrepresented/minority community. For example, the PSL Association held a food drive for the Maryland Food Bank; the School Counseling Association (SCA) worked on the Holiday Adopt-a-Family project through JHU – they purchased and delivered gifts and other useful items to a Baltimore family in need; the Chi Sigma Iota (CSI) worked with SOE and helped with the non-perishable food drive to give 20 EBCS families a breakfast, lunch, and a Thanksgiving dinner. Meanwhile, JHU's Phi Delta Kappa (PDK) chapter raises scholarship funds annually to support a minority candidate going into teaching.
- There is a new Student Engagement Committee (SEC) of the JHU Alumni Council and our student representative is an international student from Mexico. This student is also conducting a project on student engagement at the SOE and observed the student focus groups that the School conducted in April.
- Our student speaker at graduation in May 2013 will be a Hispanic male student.
- We have an SOE student ambassador that works with the JHU Alumni Council and is invited to participate in the alumni events representing SOE. This year, an Asian-American female student is serving as the ambassador.
- Students are encouraged to serve on the School's Committee on Diversity and Civility (CODC) and are invited to attend the CODC's events, which include movies and discussions about diversity and the CODC book group meetings.
- Over the past year, we have encouraged students to contribute to the student newsletter (including specifically writing on the topic of diversity) and have sought to profile student accomplishments related to diversity and civility.

- We encourage students to become officers in our student and alumni organizations. During the 2012-13 academic year we note that:
 - The president of the SACA Homewood Chapter is a female international student from Turkey.
 - The vice president of the SACA MCC Chapter is a Hispanic male.
 - Both the president and vice president of the PSL Association are African-American males.
 - SCA's vice president is an international student from Africa
 - CSI's treasurer is an African-American female.
 - The president of the Phi Delta Kappa JHU Chapter is an African-American female.
- We also invite student members to speak at the student orientations about their organizations.
- We provide our students and alumni with many volunteer opportunities to tutor diverse students in urban communities.

Questions specific to faculty

1. Describe efforts the institution has made in the past year to recruit a diverse faculty. In responding to this question, you may include some of the following examples:

a. Programs to support culturally diverse faculty members at the institution;

- i. We have a documented faculty search protocol and continue to follow those policies, including specific guidance for each phase of the search process (from describing the position, to generating a pool of applicants, to closing the search and welcoming a new faculty colleague) to ensure that the School views every search as an opportunity to simultaneously increase the diversity of our faculty. Our search and selection protocol, as well as guidance from the University, are posted on our intranet site, and are also specifically noted to each search committee. We established a central search committee for promotion track faculty positions, which works closely with the Dean to ensure that applicants invited to interview are closely aligned with school-wide goals and objectives, including faculty diversity. In fall 2011 (which is the most recent time period for which we have comprehensive data), almost 65% of the School's faculty were women and approximately 14% of faculty were from underrepresented ethnic minority groups. (This figure rises to 17% if expanded to include individuals who self-identify as Asian.) As of fall 2011, approximately 57% of our promotion-track professors (Full Professor, Associate Professor and Assistant Professors) were women. Our Vice Dean for Academic Affairs and our Assistant Dean for East Baltimore Community Schools are both African-American females and four other female faculty hold senior leadership positions (as Associate or Assistant Deans).

- ii. We continue to post all faculty openings on the School's intranet site, in addition to posting external announcements in diverse national and local venues, such as Hispanic Outlook, Diverse Issues in Higher Education, specialty professional publications, and non-traditional media such as Linked In, along with more traditional media such as the Chronicle of Higher Education.
- iii. We have a policy that codifies our practice of granting requests to extend the timeline for attaining promotion from Assistant to Associate Professor because of substantive family or personal health matters.
- iv. We continue to sponsor dedicated "writing seminar" weeks to provide focused time for all faculty, particularly more junior faculty, to focus on scholarly work in a supported environment.
- v. The "Third Year Review" for all research-track Assistant Professors is now a part of our faculty promotion policy. All research-track Assistant Professors must attain a third year review during the fall semester of their third year (or the spring of the third year if hired in January).
- vi. Over the past year, we conducted an in-depth review of our promotions policies, procedures and requirements and identified distinct tracks and expectations for both clinical and research faculty.
- vii. The Faculty Affairs Committee has developed a faculty mentoring program for all Assistant Professors (both tracks) and Associate Professors (both tracks). The purpose of the mentoring program is to increase the career success of all faculty (junior and senior faculty).

b. Efforts to include cultural diversity in the institution's curriculum:

The School of Education is committed to the success of all children. Our academic programs draw upon interdisciplinary research to address the most pressing needs in PK-12 education, with a particular emphasis on urban and urbanizing schools. Our coursework and internship experiences—by focusing on the many facets of diversity encountered in teaching, counseling, and school leadership, and public safety—help students develop the skills to work with underrepresented populations and those with special needs. In addition, we address pipeline issues by attracting teachers and leaders of color through our partnership programs that prepare and place educators in urban school settings. A few examples of our program offerings and projects include:

- The School of Education offers a Master of Science in Special Education degree leading to certification as a special educator. Participants can choose from three concentrations: Early Childhood Special Education, Mild-to-Moderate Disabilities, and Severe Disabilities. In addition to these certification programs, SOE offers non-certification master's degrees in Technology and Severe Disabilities with a focus on autism. This latter program option, one of the first of its kind nationwide, is designed to address State and national shortages in special educators by emphasizing autism-specific instruction for this special population.
- As well as special education master's degree programs, there are a number of program options available for experienced special educators who wish to enhance their existing skills or develop new areas of specialization. The School offers the following specialized graduate-level certificate programs: Advanced Methods for Differentiated Instruction and Inclusive Education; Assistive Technology; Early Intervention/Preschool Special Education Specialist; Education of Students with Autism and Other Pervasive Developmental Disorders; and Education of Students with Severe Disabilities.
- Currently in its fifth year as a partnership program with MSDE and local school districts, SOE's Post-Baccalaureate Certificate in the Education of Students with Autism and Other Pervasive Developmental Disorders continues to address a State-wide need to prepare educators with expertise in autism. This certificate, which is delivered in a hybrid format (with instruction part online and part face-to-face), has graduated 50 teachers from across Maryland since its inception in 2008. In August 2013, an additional 11 students are due to graduate from the current cohort.
- The School's Post-Baccalaureate Certificate in Urban Education assists early teachers and other educators in understanding, valuing, and contributing to schools and communities in urban settings. Courses are taught by JHU faculty and Baltimore City school principals. The certificate provides continuing professional development for these and other teachers, and it serves as an additional support for men and women from underrepresented minorities in schools.
- During the past academic year, SOE has provided training (pro-bono) to BCPS teachers on the topic "Rigor and Engagement in Learning through the Brain-Targeted Teaching Model." This professional development series is geared toward bringing teachers relevant information from the *science of learning* to enhance teaching and learning, especially focused on students in urban school environments. African-American teachers comprise a significant portion of the participants.
- As Assistant Dean for Urban School Partnerships, Dr. Hardiman continues to closely with the principals of several Baltimore City public schools (The Barclay School and Dunbar High School) to help with school structure and programming. Both schools serve a population of students that are majority

African-American.

- During AY2012-13 SOE is partnering with 10 Professional Development Schools (PDS), the majority of which serve diverse PK-12 student populations. Some of these partnerships include summer programs focused on a particular school-identified need, with an opportunity for candidates to plan and implement summer learning experiences and an opportunity for PDS students to extend their opportunities for learning during the summer months. In addition to these 10 PDS partnerships, during AY 2012-13 SOE has placed students in internship/practica experiences in nearly 200 Maryland schools state-wide, most of which are located in urban settings.
- The Post-Baccalaureate Certificate in English as a Second Language Instruction assists teachers in creating a positive learning environment where students who are learning English can embrace that language while their own cultures are respected and allowed to flourish.
- In AY2012-13, our Division of Public Safety Leadership (PSL) offered a Social Problems in Contemporary Society undergraduate course that addressed racism, violence against women and sexism. PSL also offered a Global Justice, Professionalism, and Political Science undergraduate course that examined global multicultural awareness, rights, and exploitation; U.S. immigration policies; U.S. civil rights history and contemporary struggles; and racism and gender/sexual orientation discrimination. Other PSL undergraduate courses that addressed issues of diversity included Community Development and The Economics of Social Issues. In addition, PSL offers a variety of managing diversity courses to its graduate and undergraduate students that tackle diversity in the workplace and practical approaches to leadership success in organizations.
- Finally, in addition to our numerous Special Education course offerings—in AY2012-13, the School ran 60 Special Education courses with 124 sections—SOE also ran a wide variety of graduate education courses with a cultural diversity focus, including, but not limited to: Counseling Multiracial Couples and Families, Creating Family and Community Partnerships for Urban School Improvement, Cross-Cultural Studies in Literacy, Culturally Responsive Teaching, Diversity and Social Justice in Counseling, Educating the Whole Child: Teaching to the Developmental Needs of the Urban Child, Education of Culturally Diverse Students, Introduction to Global Urban Education, Teaching, Learning and Leadership for Successful Urban Schools, Urban Progressive Education, and Urban School Reform.

Questions specific to administrators (Deans, VPs, etc.)

- 1. How is cultural diversity reflected in the institution's leadership? In responding to this question, you may include some of the following examples:**

a. Efforts the institution has made to recruit diverse administrators:

We recruit a diverse administrative team through an open search process that targets both traditional and non-traditional sources, and which encourages faculty and administrators to tap into their formal and informal networks to promote opportunities within the School. We have a diverse academic and administrative leadership team, which has very stable with little turnover. In fall 2011 (which is the most recent time period for which we have comprehensive data), over 80% of the School's executive leadership positions were held by women and 25% of the executive leadership identified as being from underrepresented ethnic minority.

b. Campus climate for administrators from racial and ethnic minority groups;

There is a comfortable open atmosphere of camaraderie and collegiality within the School. We encourage and support participation in diversity-focused events such as the University's Annual Diversity Conference, the Black Faculty and Staff Association, and diverse professional organizations.

c. Programs in place to support culturally diverse administrators (e.g., mentoring); and d) Leadership development programs to encourage and promote persons of color to leadership positions.

The School continues to seek opportunities to provide women and persons of color opportunities to take leadership roles in committees and special projects. For example, SOE's Registrar, an African-American female, is co-chairing the institution-wide Data-Standards Committee, helping to oversee the university's implementation of PowerFAIDs, a new financial aid module which will be integrated with the university's student information system.

Appendix A

SCHOOL OF EDUCATION CORE VALUES

To achieve its mission, School of Education faculty, staff, and students uphold and promote the following **Core Values**:

Innovation (in discovery, scholarship, leadership, and application): As members of a university community known preeminently for research and its application, we challenge ourselves to create and test new approaches to the educational needs of our schools and communities, as well as in our own administrative and student support systems.

Excellence: As reflective practitioners, we engage in regular self assessment and invite external peer reviews to drive the continuous improvement of our academic programs, research activities, and administrative systems.

Collaboration and Partnerships: We believe that multi-disciplinary and inter-institutional teams, including other schools within Johns Hopkins and public school systems, provide the range of perspectives required to address the most challenging issues facing PK-12 schools and communities.

Evidence-based Practice: Research and its application and evaluation form an iterative cycle that guides informed practice in our program development, policy formulation, and school reform initiatives. So, too, evidence-based decision making shapes our internal activities such as student and financial services.

Integrity: One hundred years of continuous service to our region's public schools and urban neighborhoods has earned us a reputation as a trustworthy partner in enhancing the quality of life for children, youth, and adults. By continuing to focus our actions and decisions on the students, schools, and communities we serve, we will sustain this primary commitment.

Civility and Diversity (in people, thought, and practice): Civility and diversity are processes that form the warp and weft of our school community, weaving together the multiplicity of perspectives and experiences that enhance all our work.

Appendix B

SCHOOL OF EDUCATION MISSION STATEMENT AND CONCEPTUAL FRAMEWORK

MISSION

The mission of the School of Education is to support and advance the quality of education and human services for the continuous development of children, youth, and adults. This mission, which forms the core of the unit's Conceptual Framework (see below), is accomplished through:

- Teaching
- Research
- Program development
- Leadership and service
- Partnership programs

In fulfilling its mission, the School of Education strives to produce candidates that are:

Knowledgeable in their respective content area/discipline: understanding of content and demonstration of an ability to integrate appropriate national, state, and local standards in the candidate's work.

Reflective practitioners: ability to modify, differentiate, and analyze effectiveness of instruction within the context of a particular classroom or school; ability to engage in and benefit from research that leads to improved student outcomes; cultivation of a reflective disposition for lifelong learning.

Commitment to diversity: respect for the differences among learners (e.g., but not limited to cultural, ethnic, racial, gender, sexual orientation, ability, socio-economic) in the candidate's classroom/school; commitment to the development of all students; commitment to working in schools characterized by diversity of students; understanding of different learning needs/styles and an ability to differentiate instruction appropriately.

Data-based decision makers: understanding of the formal and informal assessments by which progress can be measured at the individual student, classroom, and school levels; ability to use data to plan for instruction (classroom-based or school-wide).

Integrators of applied technology: ability to enhance instruction through the appropriate integration of technology; ability to use technologies appropriate to school-based instruction.

School of Education
Johns Hopkins University
CONCEPTUAL FRAMEWORK

□ Candidate Outcomes ■ Methods of Delivery ■ Mission

