

JHU Report on Staff Composition

With Summary Results of the
2018 Employee Engagement Survey

June 2019



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Background

In 2016, the university committed to a major diversity initiative, outlined in the *JHU Roadmap on Diversity and Inclusion*, that places a priority on transparency and accountability. An important first step in pursuing those goals has been providing our community with data about the characteristics of our faculty, students, and staff. We published the first Report on Faculty Composition in 2016 and followed up with a second report in 2018. We published our first Report on Graduate Student Composition in 2017. Now, we are able to provide a similar accounting of the composition of our staff.

The continued excellence of Johns Hopkins University depends on our ability to attract and retain a world-class workforce that includes a broad range of diverse people, thought, and experience. For many years, we have captured data and reported annually on the gender, racial, and ethnic makeup of our staff. This new report enables us to go deeper, specific to the needs of the university in supporting a diverse workforce and responsive to requests from various constituencies—including our Diversity Leadership Council and Black Faculty and Staff Association.

The staff data is broad and complex, with hundreds of departments, dozens of job families, and over 1,100 job codes. This report has been made possible by the great efforts of Human Resources (HR) and the Office of Institutional Research (OIR). Building on this progress, we expect to produce updated Staff Composition Reports every two years, allowing us to track our progress over time.

Overview of University and Divisional Data

This report includes data representing full-time and part-time university staff in 2013, 2015, and 2017, with a census point of November 1 for each year. Faculty, adjunct faculty, limited and casual employees, postdocs, and student employees are not included. OIR prepared these data with input and support from HR, the Office of Diversity and Inclusion (ODI), affinity groups, and divisional staff. Data are broken out by gender and minority status (includes all races except white), and by federally established race and ethnicity categories. Two important notes on these data:

- As a community, Johns Hopkins welcomes and supports people of any gender, including those who are transgender or gender nonconforming. Data in this report do not capture that spectrum; we are exploring methods of more inclusive reporting on gender in future iterations of this report while still protecting individual privacy interests.
- We have not mirrored the “underrepresented minority” category used in the Faculty Composition Reports because the definitions used in higher education do not apply the same way to the staff context; races and ethnicities underrepresented in academic settings may not be so within certain job categories.

The data are sorted into seven employee groups used in reporting to the federal Equal Employment Opportunity Commission. These employee groups are:

- 1. Executive/Administrative**
- 2. Managerial**
- 3. Professional**
- 4. Technical/Paraprofessional**
- 5. Administrative Support**
- 6. Service**
- 7. Skilled Crafts**

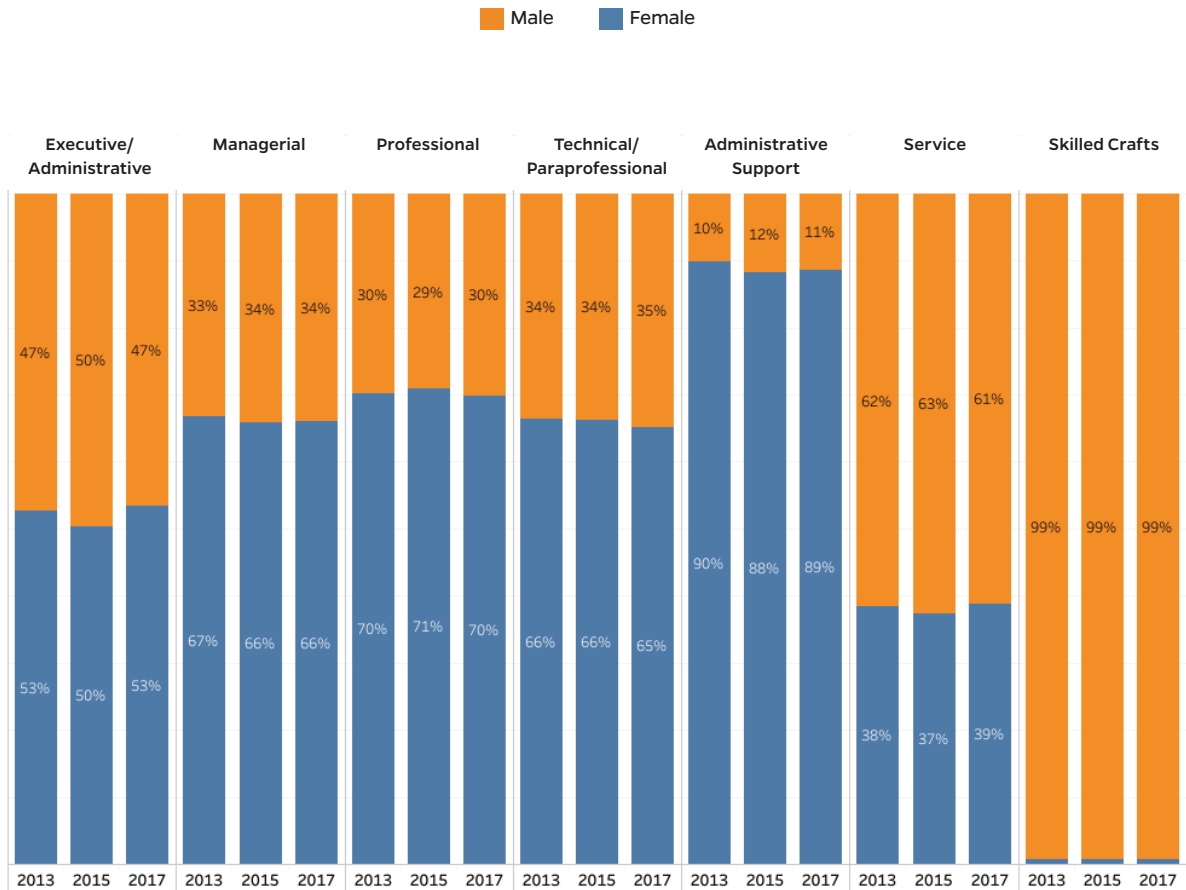
Following the universitywide data, this report includes tables and brief narrative summaries with similar information for each academic division and for academic business centers, Homewood Student Affairs, Sheridan Libraries and Museums, and university administration. As APL categorizes staff in different ways than the rest of the university, it is not included in this report. These data were also prepared by OIR, with support from HR, ODI, and divisional leaders, and reviewed within each division.

For the purposes of this report, we do not include details on employees’ length of service because the data are intended to provide a snapshot look at staff composition.

Female Staff Members

Of the 12,108 JHU staff reported in 2017, 8,580 (71%) were women. This is consistent with the 2013 and 2015 census periods, when the female composition of the staff workforce was 72% and 71%, respectively. The employee groups with the least female representation are Service (39% in 2017) and Skilled Crafts (1% in 2017). The employee groups with the highest female representation are Administrative Support (89% in 2017) and Professional (70% in 2017).

Staff Composition by Gender, All JHU



Minority Staff Members

Of the 12,108 JHU staff reported in 2017, 4,746 (39%) self-identified as members of a minority group, which includes black or African-American, Asian, Hawaiian/Pacific Islander, and Hispanic. This represents an uptick from the 37% minority representation reported in both 2013 and 2015. The distribution of minority employees by race is shown below.

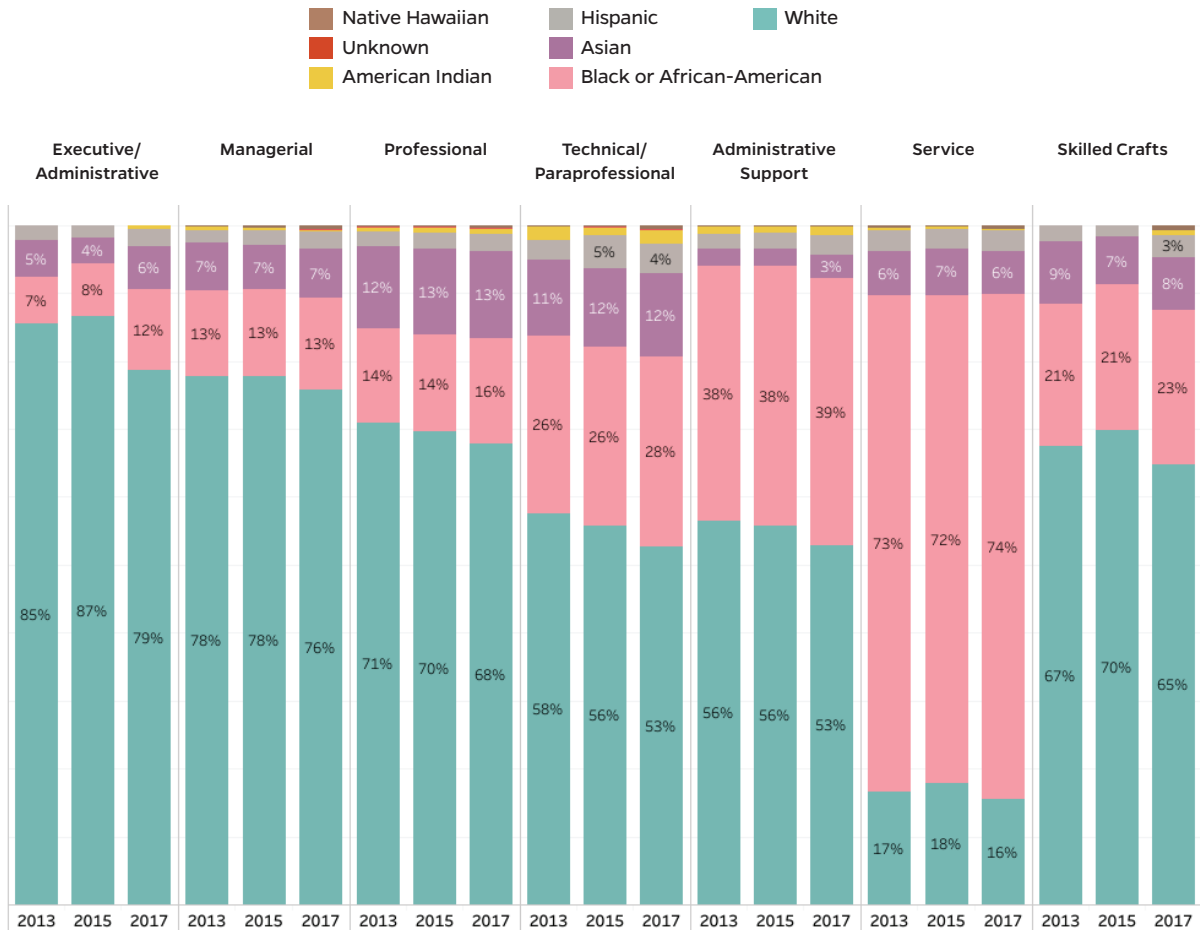
	2013	2015	2017
American Indian	101	92	124
Asian	923	994	1,145
Black or African-American	2,692	2,783	3,077
Hawaiian, Pacific Islander	28	27	52
Hispanic	251	303	348
Unkown race	1	8	7
White	6,919	7,138	7,355

The growth rates for each group since 2013 are:

- American Indian: 23% growth
- Asian: 24% growth
- Black or African-American: 14% growth
- Hawaiian/Pacific Islander: 86% growth
- Hispanic: 39% growth
- White: 6% growth

The employee groups with the lowest minority representation are Executive/Administrative (21% in 2017) and Managerial (24% in 2017). The employee groups with the highest minority representation are Service (84% in 2017), Administrative Support (47% in 2017), and Tech/Paraprofessional (47% in 2017).

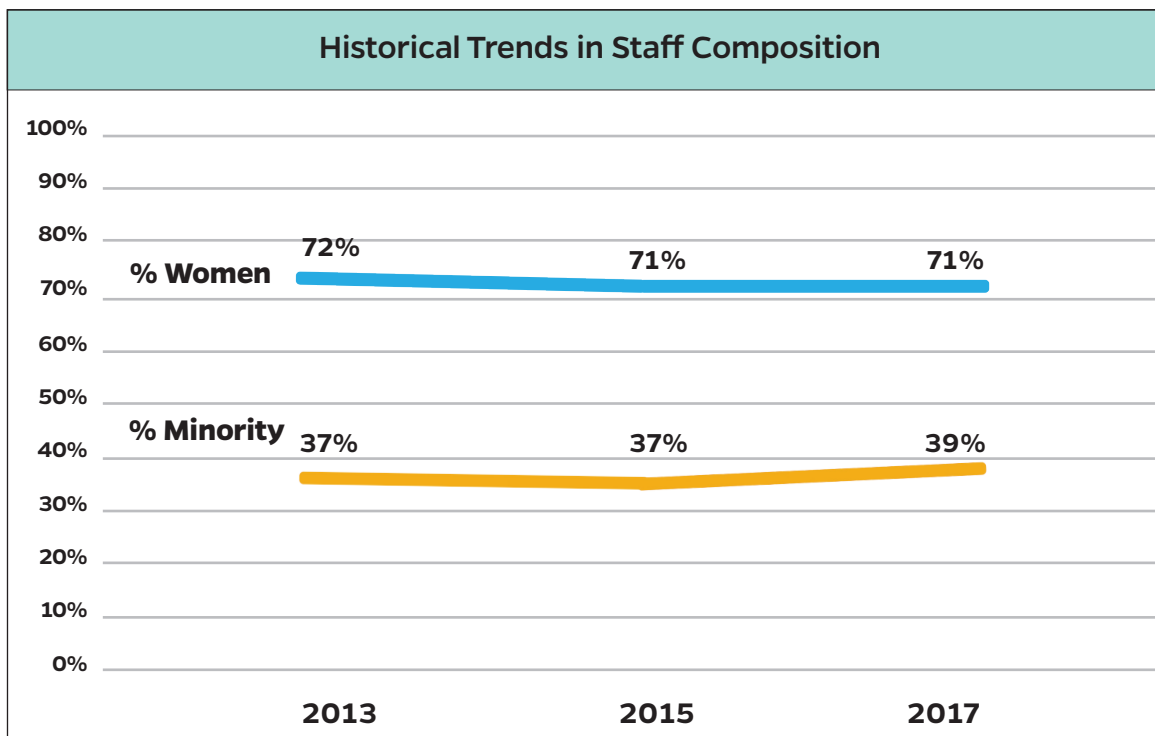
Staff Composition by Ethnicity and Race, All JHU



Trends in JHU Staff Diversity: 2013 to 2017

Female representation universitywide remains relatively stable across the three census periods, with women making up 71% of the overall JHU staff workforce. Some divisions, however, saw significant improvements in key employee groups. For example, our largest division, the School of Medicine, reported increased female representation in the Executive/Administrative group, from 40% in 2013 to 56% in 2017.

Minority representation grew in each employee group between 2013 and 2017. The most significant improvement was seen in the Executive/Administrative group, where minority representation increased from 15% to 21% between 2013 and 2017; this jump included an increase in black or African-American staff from 7% to 12%.



Moving Forward

Our first Staff Composition Report allows individuals throughout the university to accurately assess the diversity of our workforce. Through this transparency, we intend to produce an honest accounting of where we stand today, and hold ourselves accountable to future progress. These data, which will be published every two years, will allow us to measure the impact of the initiatives developed to ensure that Johns Hopkins is able to attract and retain talented, diverse staff.

Across the university, Johns Hopkins employs a largely female workforce with strong minority representation, but the gender and ethnic/racial breakdown varies widely by employee group. In addition, while we have seen pockets of progress among some key employee groups, the data also point to areas where more work is needed. Employee groups with the lowest minority representation are Executive/Administrative and Managerial. This points to opportunities to enhance our efforts to provide career development pathways that facilitate minority staff members' advancement into more senior roles.

In recent years, HR leaders have taken steps to (1) attract and retain a diverse workforce, and (2) promote a workplace climate where diversity is valued and staff members in all employee groups feel included and engaged in the success of our enterprise. These efforts can be organized in five categories: recruitment, onboarding, total rewards, employee development, and climate and engagement. Below are descriptions of initiatives within each category.

Recruitment. In 2018, HR strengthened the talent acquisition function by creating a new leadership position focused solely on internal and external talent acquisition across the university—including the development of more diverse talent pipelines. HR is already expanding relationships in Baltimore and developing new ways to proactively find and connect with diverse talent locally and nationally.

These efforts will build on progress we have made through HopkinsLocal, which concluded its initial three years in July 2018. Since the start of this economic inclusion program, Johns Hopkins University and Health System have hired more than 1,000 employees into targeted entry-level roles from identified local ZIP codes. JHU HR is continuing the effort in FY19, while planning for the next phase of HireLocal, which will include adding new and higher-level job titles to the program.

Onboarding. To smooth employees' transitions into new roles and ensure they feel connected and engaged at Johns Hopkins, the university offers a structured orientation program and online toolkits that help new employees and their managers get access to the information they need. As divisions develop supplemental onboarding programs that help orient new hires to local workplace practices and cultures, HR is working to share and adapt best practices, where relevant.

Additional efforts include piloting toolkits specifically for new executive-level leaders and new hires in HR leadership, developing a new website to make it easier for all employees to access important information, and refreshing content in the new employee orientation.

Total Rewards. JHU's HR team has enhanced and strengthened our capability to support employees and their dependents. In summer 2017, for example, the university announced a new paid birth recovery and parental leave policy and increased support for adoptive parents, providing up to 10 weeks of paid leave after a child's arrival, and up to \$15,000 in reimbursement of adoption-related expenses. In FY18, 558 employees were approved for parental and/or birth recovery leave, and nine were reimbursed for adoption-related expenses. Tying these efforts together, in fall 2018, HR created and filled a new position to oversee and enhance family support services, and manage oversight of the three JHU-affiliated child care centers.

Finally, in response to employee needs at the university and health system, Johns Hopkins partnered with Aetna to expand access to Employee Assistance Program (EAP) services, offering a new level of support. Through a 24/7 call center monitored by counselors with master's degrees, calls are routed appropriately, including back to JHU's internal team when warranted, to provide greater service to our employees.

Employee Development. HR provides a range of opportunities that support employees' growth at the university. These start with the improved performance management process currently being rolled out across the institution to facilitate employees' conversations about goals and progress, and the development of an online performance-management tool—myPerformance—that all divisions will use by FY20. The university also regularly updates and expands courses and career-development opportunities available to all employees. In spring 2019, for example, HR added LinkedIn Learning to its online resources, providing thousands of video-based courses on a variety of topics. Finally, specific training programs—such as the newly revised Leadership Development Program and the newly launched Administrative Development Programs—have recruited more diverse cohorts.

Climate and Engagement. In March 2018, staff throughout the university completed the once-every-three-year employee engagement survey administered by Gallup. This time the survey, which focuses on employee perceptions of climate and engagement, included nine questions related to diversity and inclusion at JHU. For the first time ever, we disaggregated responses by gender, race/ethnicity, and employee categories at the university level and for each of our divisions. Open-ended questions led to more than 2,500 responses, all of which were read by HR leaders.

The data that emerge from the surveys will shape work at the university and divisional level, facilitating conversations with employees and supporting the development of local action plans in all divisions. Survey results will also help shape ongoing efforts, such as adding more departments for exit interviews, following on the Central Finance pilot in FY18, or the expansion of training opportunities related to diversity.

Overall Staff Diversity Data

The tables on pages 12 and 13 show staff diversity data by employee group for 2013, 2015, and 2017. In addition to the seven employee groups used by the EEOC and listed on page four, we have further disaggregated employee subgroups that align with the most common functional areas in the university. The chart below indicates how those subgroups incorporate the job groups that may be more familiar to employees because they appear in SAP, the administrative software for managing HR, payroll, and other functions.

Employee Subgroup	Job Groups as Listed in the SAP system
Academic Services	Academic and Student Services
Administration	Administrative Support and Admin Services
Communications	Communications, Visual Arts, and Special Events
Design, Construction, and Engineering	Design/Construction, Facilities, Maintenance Engineering and Support
Development	Development
Health Care/Clinical	Clinical Services, Medical
Human Resources	Human Resources
Information Technology	Information Technology and Info. Systems
Library	Library
Operations and Finance	CPA/Professional Fees, Finance and Business Management, Government and Community Relations, Legal, Purchasing and Customer Services, Security, Support Services, Safety and Environmental Health
Research (Clinical and Nonclinical)	Laboratory (all laboratories) Animal Research/Care Research-excluding labs Research (clinical and non-clinical) Research Administration and Compliance
Senior Level Leadership	Associate VPs, Associate/Assistant Provosts, Senior Associate/Associate/Assistant Deans, Executive Directors, and Senior Advisors (those outside of the classification system).
Service	Service, Bargaining Unit Service, Other
Skilled Crafts	Skilled Crafts, Bargaining Unit Skilled Crafts, Other
University Officials and Executive Leadership	President, Vice Presidents, Provost, Vice Provosts, Deans, Vice Deans, Executive Vice Deans, CFO, Controller and Chief Officers

Table 1: Female Staff

		Total			Female					
		2013	2015	2017	2013		2015		2017	
		N	N	N	N	%	N	%	N	%
Executive/Admi..	Senior Level Leadership	87	90	110	51	59%	55	61%	64	58%
	University Officials and Executive Leadership	44	67	49	18	41%	24	36%	21	43%
	Total	131	157	159	69	53%	79	50%	85	53%
Managerial	Academic Services	167	175	163	114	68%	119	68%	111	68%
	Administration	37	39	45	26	70%	31	79%	36	80%
	Communications	59	63	66	37	63%	41	65%	44	67%
	Design/Construction and Engineering	18	19	20	2	11%	3	16%	3	15%
	Development	44	43	39	30	68%	30	70%	26	67%
	Healthcare/Clinical	60	64	65	39	65%	45	70%	49	75%
	Human Resources	44	45	45	34	77%	34	76%	35	78%
	Information Technology	119	126	125	38	32%	36	29%	36	29%
	Library	14	14	14	12	86%	12	86%	12	86%
	Operations and Finance	463	464	498	338	73%	338	73%	359	72%
	Research (Clinical and Non-Clinical)	238	283	291	174	73%	189	67%	194	67%
	Total	1,263	1,335	1,371	844	67%	878	66%	905	66%
Professional	Academic Services	501	524	549	366	73%	385	73%	399	73%
	Administration	90	104	147	85	94%	94	90%	128	87%
	Communications	243	258	277	172	71%	175	68%	191	69%
	Design/Construction and Engineering	63	67	68	16	25%	17	25%	17	25%
	Development	152	161	182	118	78%	126	78%	146	80%
	Healthcare/Clinical	908	1,049	1,191	741	82%	851	81%	952	80%
	Human Resources	112	112	129	97	87%	104	93%	112	87%
	Information Technology	487	486	533	146	30%	141	29%	150	28%
	Library	72	74	79	47	65%	46	62%	53	67%
	Operations and Finance	576	617	708	395	69%	427	69%	493	70%
	Research (Clinical and Non-Clinical)	1,096	1,223	1,362	832	76%	945	77%	1,007	74%
	Total	4,300	4,675	5,225	3,015	70%	3,311	71%	3,648	70%
Tech/ParaProfe..	Healthcare/Clinical	272	266	294	228	84%	219	82%	242	82%
	Research (Clinical and Non-Clinical)	932	980	1,042	650	70%	675	69%	714	69%
	Other	479	462	490	240	50%	237	51%	233	48%
	Total	1,683	1,708	1,826	1,118	66%	1,131	66%	1,189	65%
Administrative Support	Administration	1,679	1,648	1,668	1,564	93%	1,508	92%	1,531	92%
	Operations and Finance	505	514	521	447	89%	445	87%	456	88%
	Other	701	677	689	579	83%	550	81%	563	82%
	Total	2,885	2,839	2,878	2,590	90%	2,503	88%	2,550	89%
Service	Design/Construction	524	505	521	201	38%	189	37%	202	39%
	Total	524	505	521	201	38%	189	37%	202	39%
Skilled Crafts	Design/Construction	129	126	128	1	1%	1	1%	1	1%
	Total	129	126	128	1	1%	1	1%	1	1%
Grand Total		10,915	11,345	12,108	7,838	72%	8,092	71%	8,580	71%

Table 2: Minority Staff

		Total			Minority					
		2013	2015	2017	2013		2015		2017	
		N	N	N	N	%	N	%	N	%
Executive/Admi..	Senior Level Leadership	87	90	110	14	16%	16	18%	23	21%
	University Officials and Executive Leadership	44	67	49	5	11%	5	7%	11	22%
	Total	131	157	159	19	15%	21	13%	34	21%
Managerial	Academic Services	167	175	163	55	33%	52	30%	44	27%
	Administration	37	39	45	8	22%	9	23%	13	29%
	Communications	59	63	66	5	8%	8	13%	9	14%
	Design/Construction and Engineering	18	19	20	0		0		1	5%
	Development	44	43	39	5	11%	4	9%	4	10%
	Healthcare/Clinical	60	64	65	13	22%	11	17%	15	23%
	Human Resources	44	45	45	17	39%	15	33%	15	33%
	Information Technology	119	126	125	15	13%	14	11%	21	17%
	Library	14	14	14	1	7%	2	14%	2	14%
	Operations and Finance	463	464	498	99	21%	102	22%	116	23%
	Research (Clinical and Non-Clinical)	238	283	291	63	26%	81	29%	90	31%
	Total	1,263	1,335	1,371	281	22%	298	22%	330	24%
Professional	Academic Services	501	524	549	142	28%	158	30%	146	27%
	Administration	90	104	147	28	31%	39	38%	54	37%
	Communications	243	258	277	27	11%	30	12%	41	15%
	Design/Construction and Engineering	63	67	68	9	14%	11	16%	10	15%
	Development	152	161	182	11	7%	22	14%	31	17%
	Healthcare/Clinical	908	1,049	1,191	199	22%	253	24%	316	27%
	Human Resources	112	112	129	35	31%	39	35%	47	36%
	Information Technology	487	486	533	134	28%	143	29%	178	33%
	Library	72	74	79	11	15%	11	15%	12	15%
	Operations and Finance	576	617	708	201	35%	225	36%	297	42%
	Research (Clinical and Non-Clinical)	1,096	1,223	1,362	450	41%	488	40%	546	40%
	Total	4,300	4,675	5,225	1,247	29%	1,419	30%	1,678	32%
Tech/ParaProfe..	Healthcare/Clinical	272	266	294	109	40%	102	38%	123	42%
	Research (Clinical and Non-Clinical)	932	980	1,042	446	48%	487	50%	530	51%
	Other	479	462	490	158	33%	165	36%	208	42%
	Total	1,683	1,708	1,826	713	42%	754	44%	861	47%
Administrative Support	Administration	1,679	1,648	1,668	718	43%	728	44%	793	48%
	Operations and Finance	505	514	521	239	47%	249	48%	261	50%
	Other	701	677	689	299	43%	277	41%	304	44%
	Total	2,885	2,839	2,878	1,256	44%	1,254	44%	1,358	47%
Service	Design/Construction	524	505	521	437	83%	415	82%	440	84%
	Total	524	505	521	437	83%	415	82%	440	84%
Skilled Crafts	Design/Construction	129	126	128	42	33%	38	30%	45	35%
	Total	129	126	128	42	33%	38	30%	45	35%
Grand Total		10,915	11,345	12,108	3,995	37%	4,199	37%	4,746	39%

Staff Diversity Data for Divisions and Key Business Areas

In the following section, we provide staff diversity data from each of JHU's academic divisions and several key business areas, in alphabetical order from Academic Business Centers to the Whiting School of Engineering. (As mentioned earlier in the report, APL is not included in these data.) For each report, there is a table for data by gender and one for data by race.

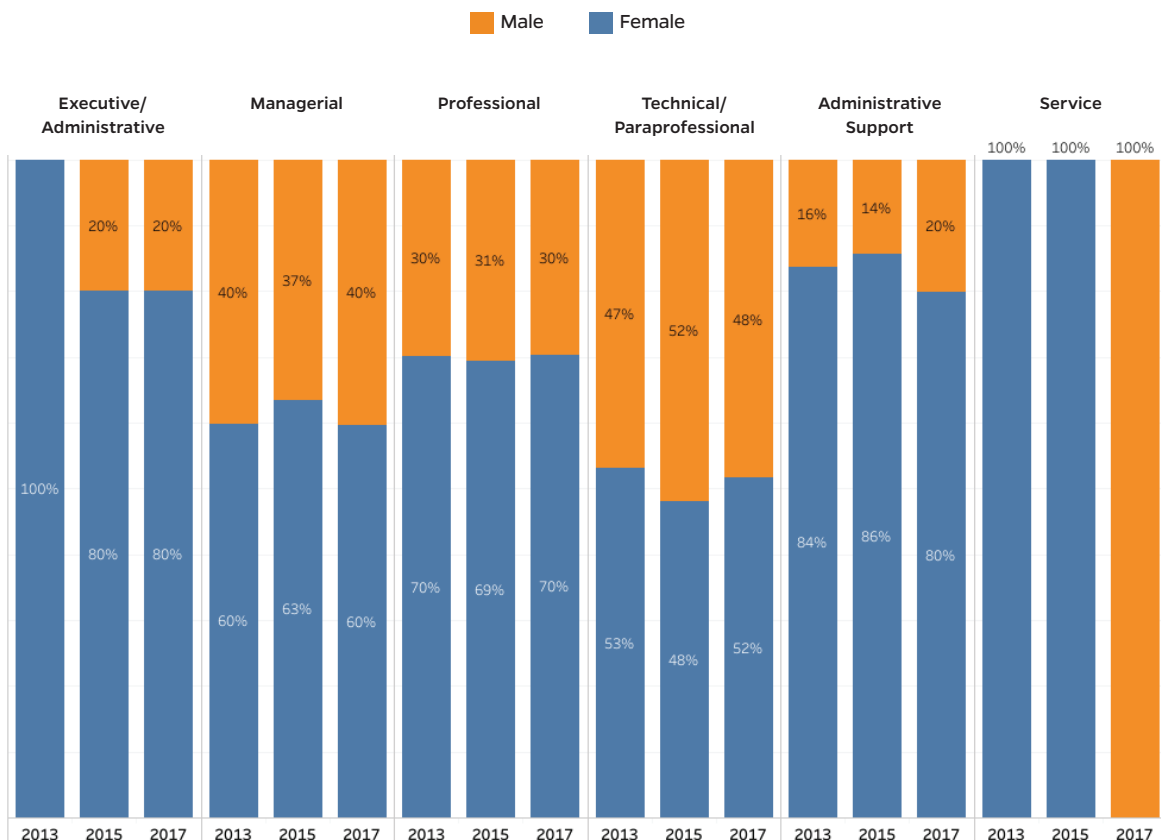
Academic Centers

Academic Centers consist of organizations such as Jhpiego, the Berman Institute of Bioethics, the Center for Talented Youth, and others. The data presented illustrate gender, racial, and ethnicity representation across all Academic Centers.

Female Representation

Across all staff in the Academic Centers, female representation was 70% in 2017, slightly down from 71% in 2013. Although women represent the vast majority of employees in the Academic Centers, female representation varies widely in the employee groups, ranging from 0% in Service to 80% in Executive/Administrative and Administrative Support positions in 2017. Most employee group percentages stayed relatively constant from 2013 to 2017, though male representation grew from 0% of Executive/Administrative staff to 20% in that time.

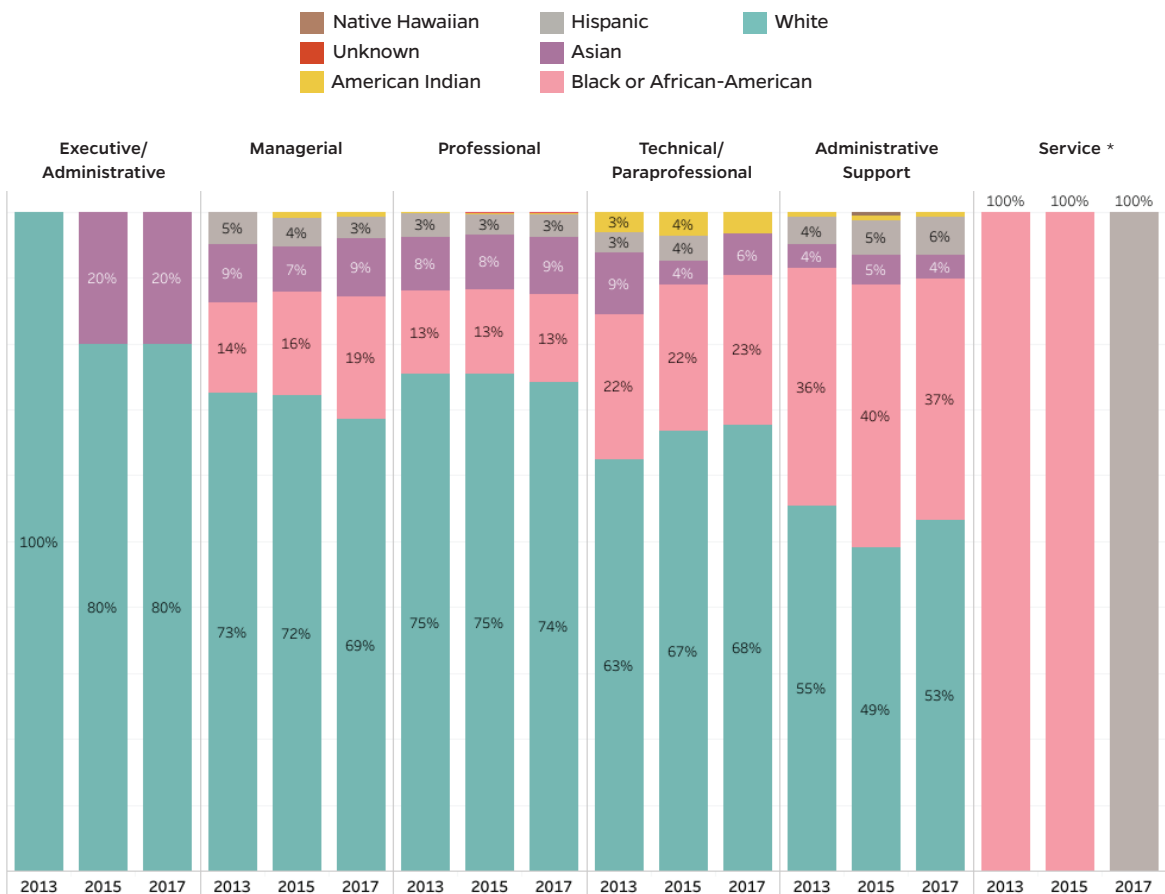
Staff Composition by Gender, Academic Centers



Minority Representation

Across all staff in these units, 31% were minorities in 2017, a slight change from 30% in 2013. Throughout the Academic Centers, minority representation has improved in most employee groups since 2013. Within Executive/Administrative roles, minority representation increased from 0% in 2013 (0 minority employees) to 20% in 2017 (1 minority employee).

Staff Composition by Ethnicity and Race, Academic Centers



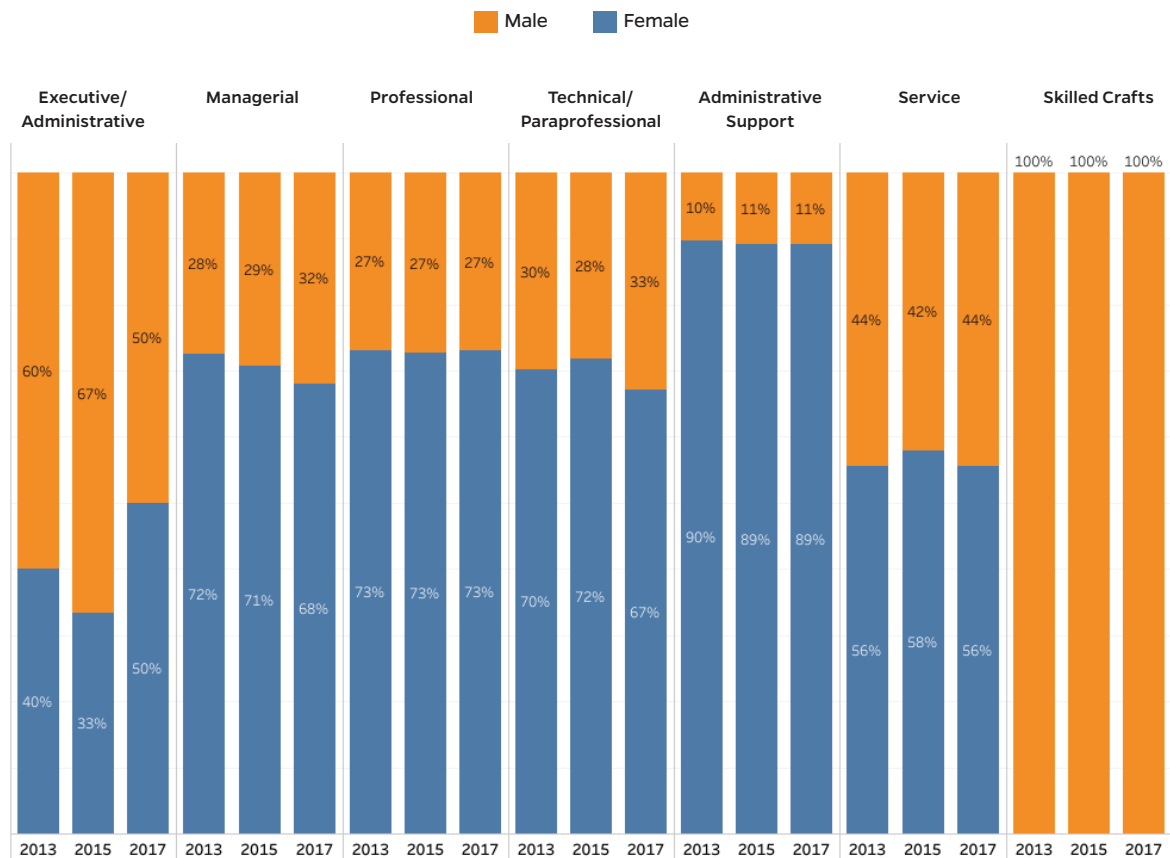
*Some employee groups show a 100 percent change in minority representation between years because they include a small actual number of staff.

Bloomberg School of Public Health

Female Representation

Across the division, BSPH staff were 72% female in 2017, down slightly from 73% in 2013. BSPH has seen an increase in female representation at the Executive/Administrative level from 40% to 50% between 2013 and 2017 due, in part, to the reduction of total staff in this category. During the same time period there was a decrease in female representation at the Managerial level from 72% to 68%. In 2017, female representation equaled or topped 50% in all categories except Skilled Crafts, where there were no female staff. Administrative support showed a particularly high percentage of female staff—89%.

Staff Composition by Gender, Bloomberg School of Public Health

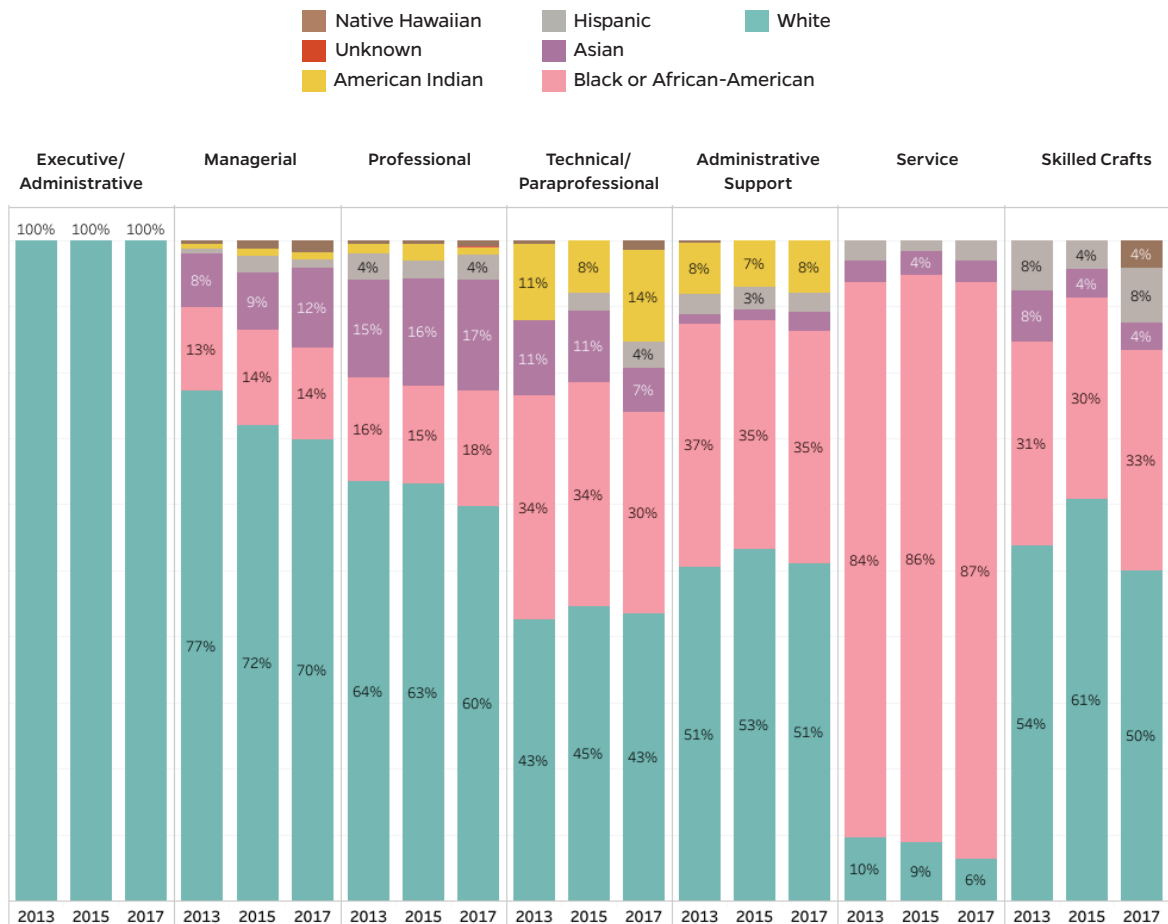


Minority Representation

Overall, BSPH had 46% minority representation among its staff in 2017, up slightly from 43% in 2013. Since 2013, BSPH has shown increases in minority representation at the Managerial level (23% to 30%) and the Professional level (36% to 40%). At the Executive/Administrative level, however, there has consistently been no minority representation.

Minorities continue to represent over 50% of Tech/Paraprofessional employees (57%) and 49% of Administrative Support employees.

Staff Composition by Ethnicity and Race, Bloomberg School of Public Health

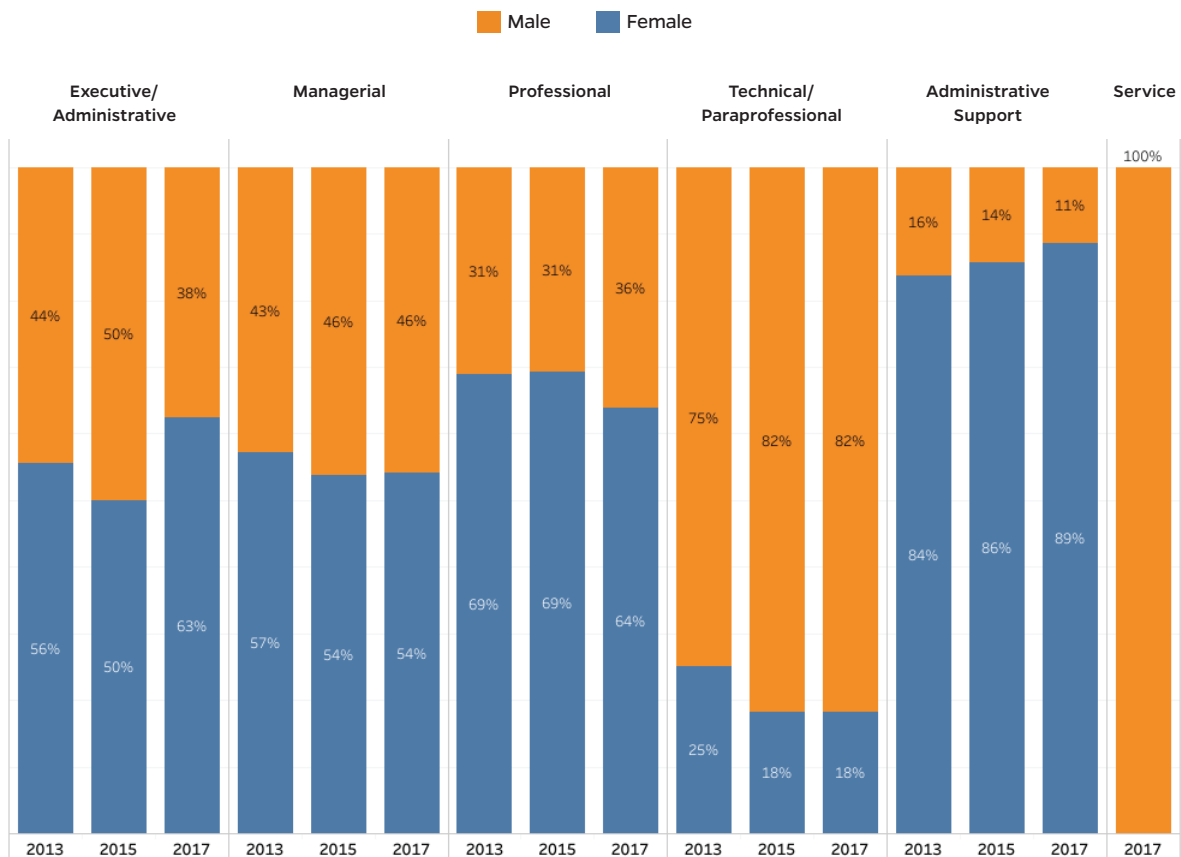


Carey Business School

Female Representation

Overall, Carey's female representation was 65% in 2017, down from 68% in 2013. Carey has increased the number of women at the Executive/Administrative level; the leadership of the school was 63% female in 2017, up from 56% four years earlier; the leadership level reflects the overall gender balance of the school. More than half (54%) of Carey Managerial staff were female in 2017, a slight decrease from 57% in 2013. We saw decreases among our Professional and Tech/Paraprofessional ranks as well—declines from 69% to 64% and from 25% to 18%, respectively.

Staff Composition by Gender, Carey Business School

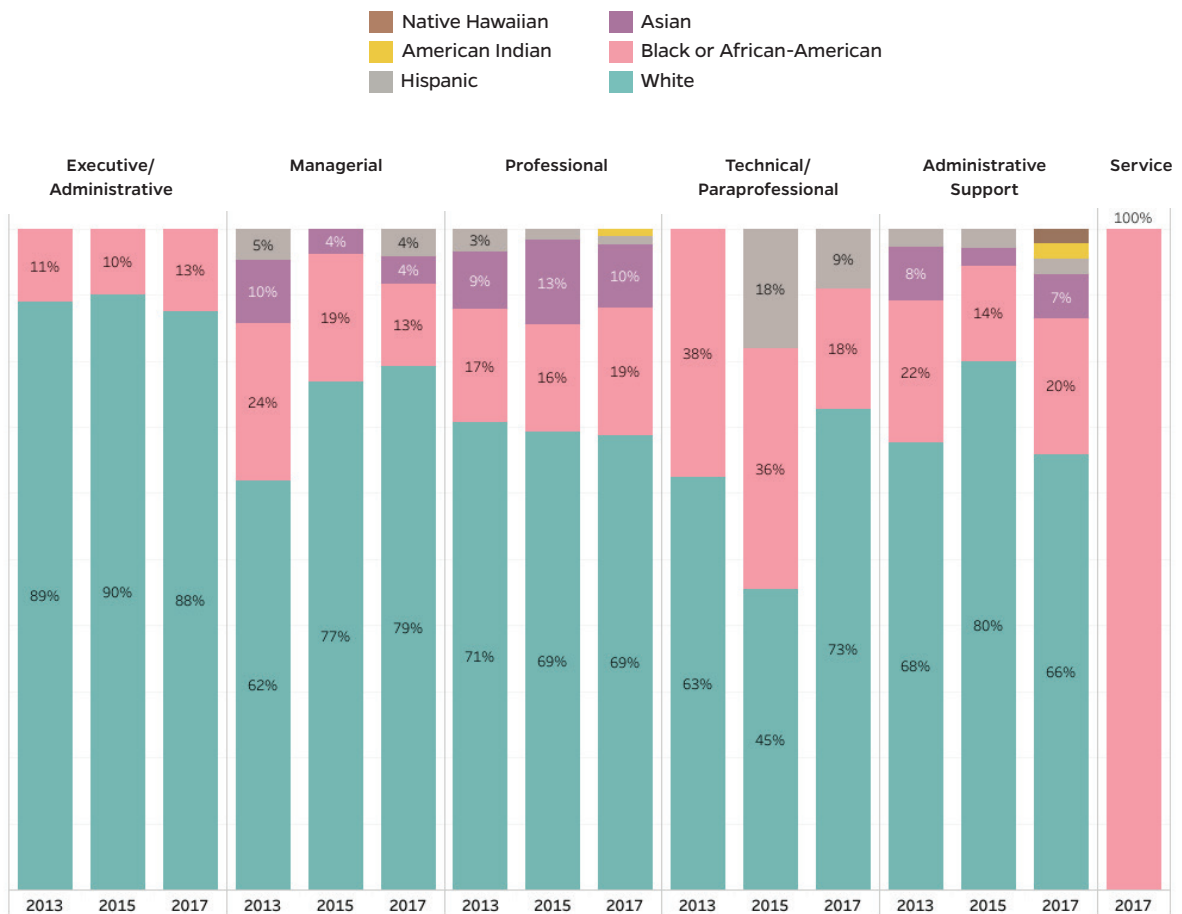


Minority Representation

Overall, Carey's minority representation was 30% in 2017 (51 individuals of 171 total staff), relatively consistent with 31% (41 of 133) in 2013. We have seen a slight uptick in minority representation at the Executive/Administrative and Professional levels, but a more significant decrease among Managerial and Tech/Paraprofessional ranks.

A few significant recent changes are not reflected in these data. The departure of a minority staff member at the Executive/Administrative level in early 2018 left Carey without minority executives. Internal promotions and new hires, however, slightly increased the number of minorities in the Managerial rank between 2017 and 2018.

Staff Composition by Ethnicity and Race, Carey Business School

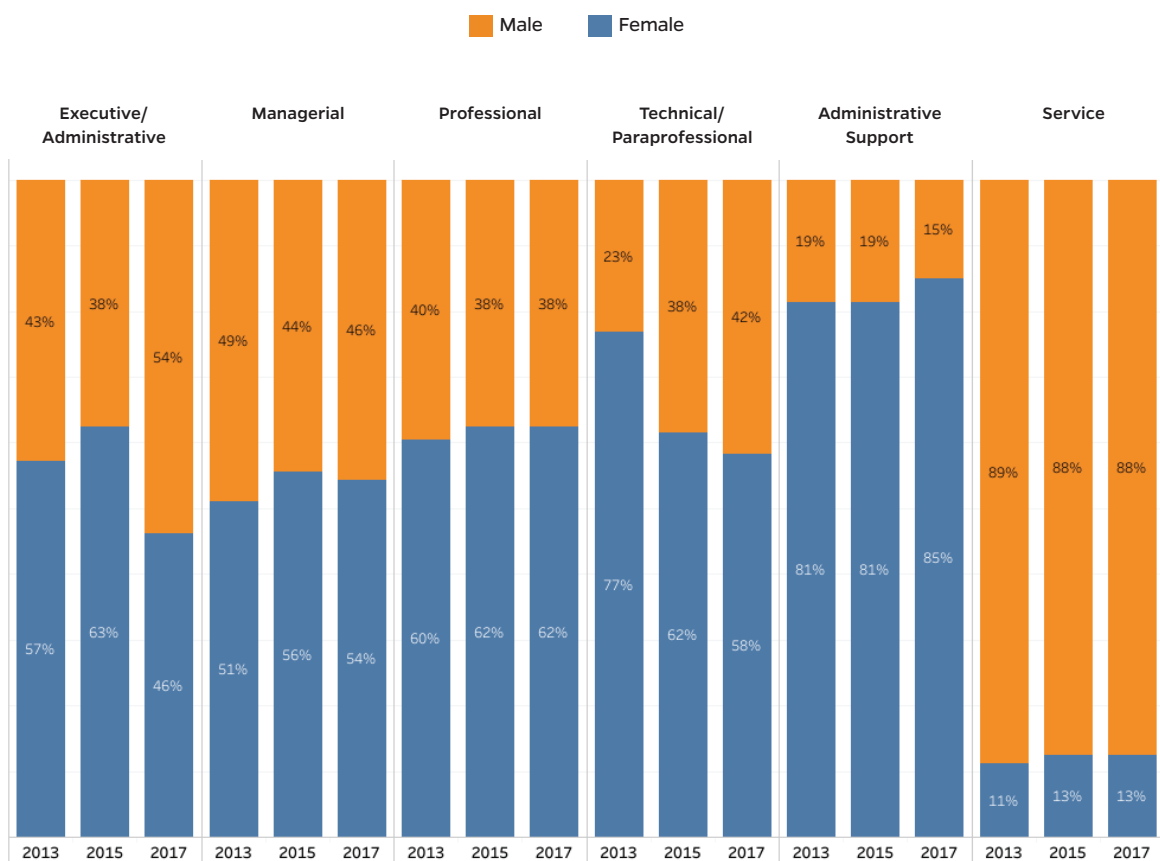


Homewood Student Affairs (HSA)

Female Representation

Overall, HSA staff were 65% female in 2017, which is consistent with female representation in 2015 and 2013. In recent years, we have seen an increase in male representation at Executive/Administrative levels (43% to 54%). HSA's gender balance has remained relatively constant in other staff categories, with a slight jump (81% to 85%) in the percentage of females in Administrative Support.

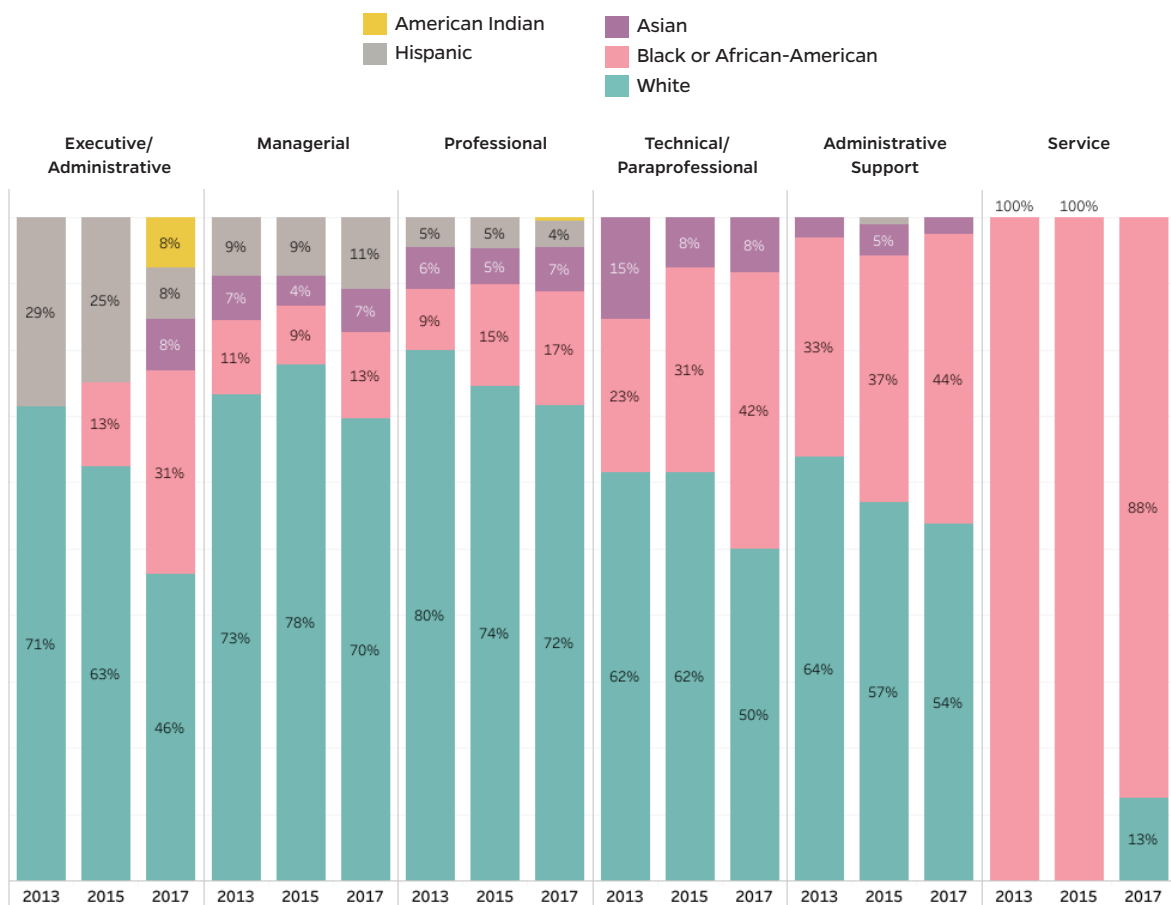
Staff Composition by Gender, Homewood Student Affairs



Minority Representation

Minority representation across HSA staff was 36% in 2017, up from 30% four years earlier. At the HSA Executive/Administrative level, minority representation was 54%, a significant jump from 29% in 2013. HSA saw increases in minority representation in all other employment categories except Service between 2013 and 2017, a trend that was aided by efforts to increase minority hiring in roles including providers in the Student Health Center (Nurse Practitioners and Registered Nurses) and the Counseling Center (Staff Psychologists and Licensed Clinical Social Workers).

Staff Composition by Ethnicity and Race, Homewood Student Affairs

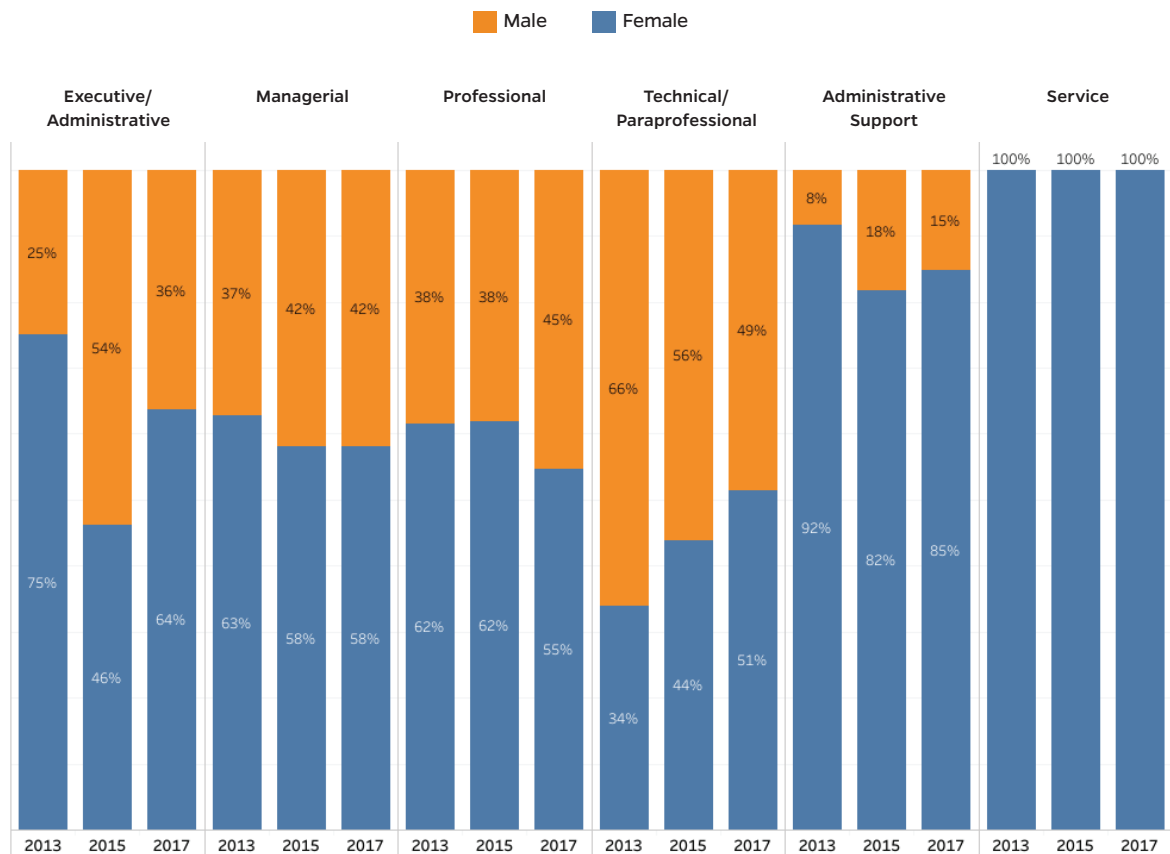


Krieger School of Arts and Sciences

Female Representation

Krieger School staff data show an overall female percentage of 63% in 2017, down slightly from 64% four years earlier. Data among employee groups in 2017 ranged from highs in female representation of 100% (3 of 3) within Service, 85% within Administrative Support, and 64% within Executive/Administrative, to a low of 51% within Tech/Paraprofessional.

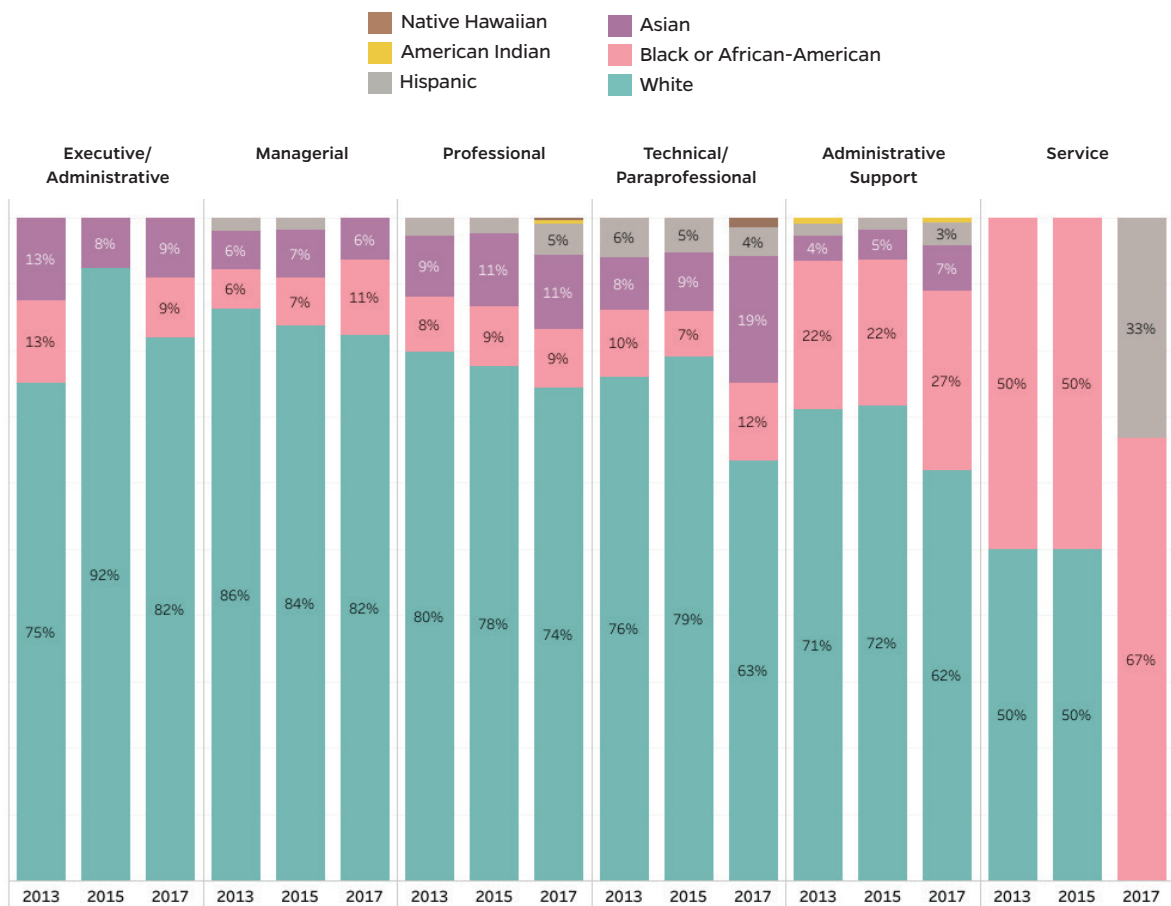
Staff Composition by Gender, Krieger School of Arts and Sciences



Minority Representation

In 2017, 30% of all Krieger School staff were members of a minority racial or ethnic group, up from 23% in 2013. Minority representation ranged from a high of 100% (3 of 3) in the Service employee group to a low of 18% in the Managerial and Executive/Administrative employee groups. Minority representation grew in most employee groups between 2013 and 2017: Managerial (14% to 18%), Professional (20% to 26%), Tech/Paraprofessional (24% to 37%), and Administrative Support (29% to 38%). Minority representation in the Executive/Administrative group fell from 25% to 18% in the same period.

Staff Composition by Ethnicity and Race, Krieger School of Arts and Sciences

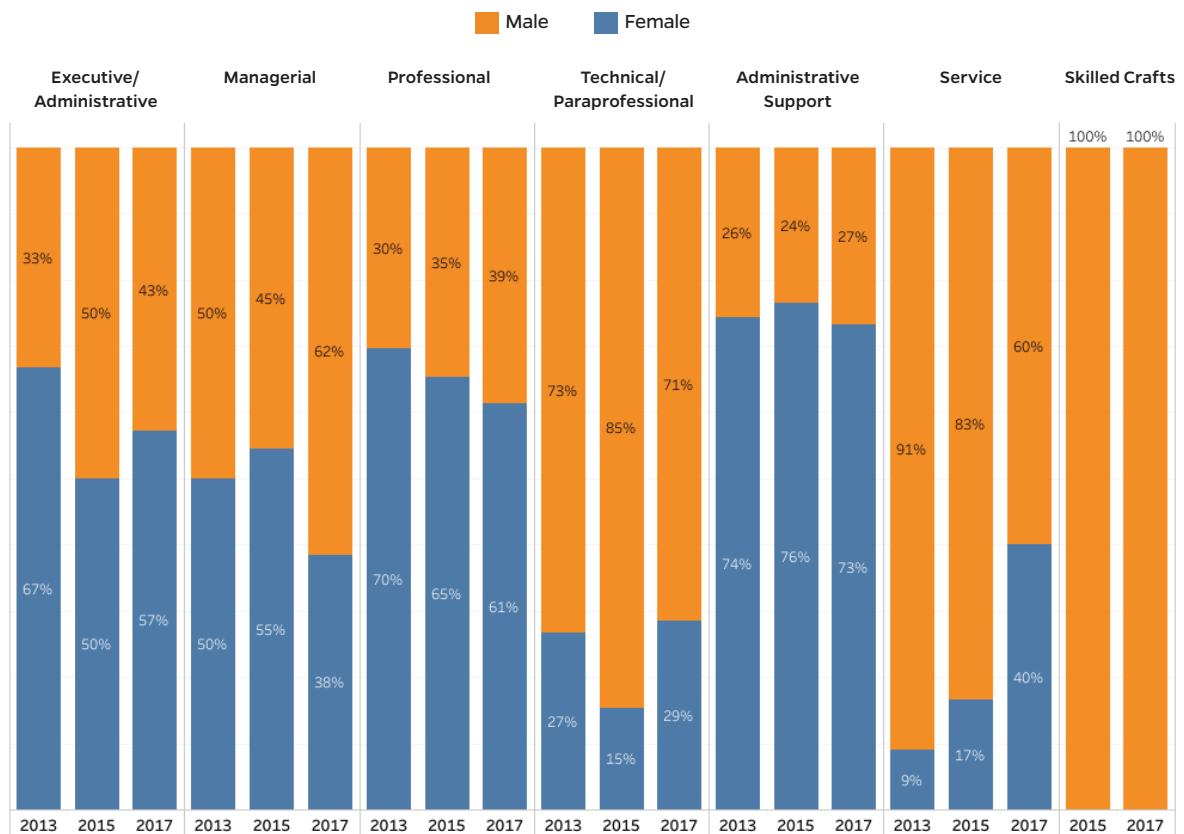


Peabody

Female Representation

Overall, female representation at Peabody remained consistent at 54% from 2013 to 2017. Female representation increased in the Service and Tech/Paraprofessional categories. In 2017, the majority of women on Peabody's staff (77%) were in either the Administrative Support or Professional area.

Staff Composition by Gender, Peabody

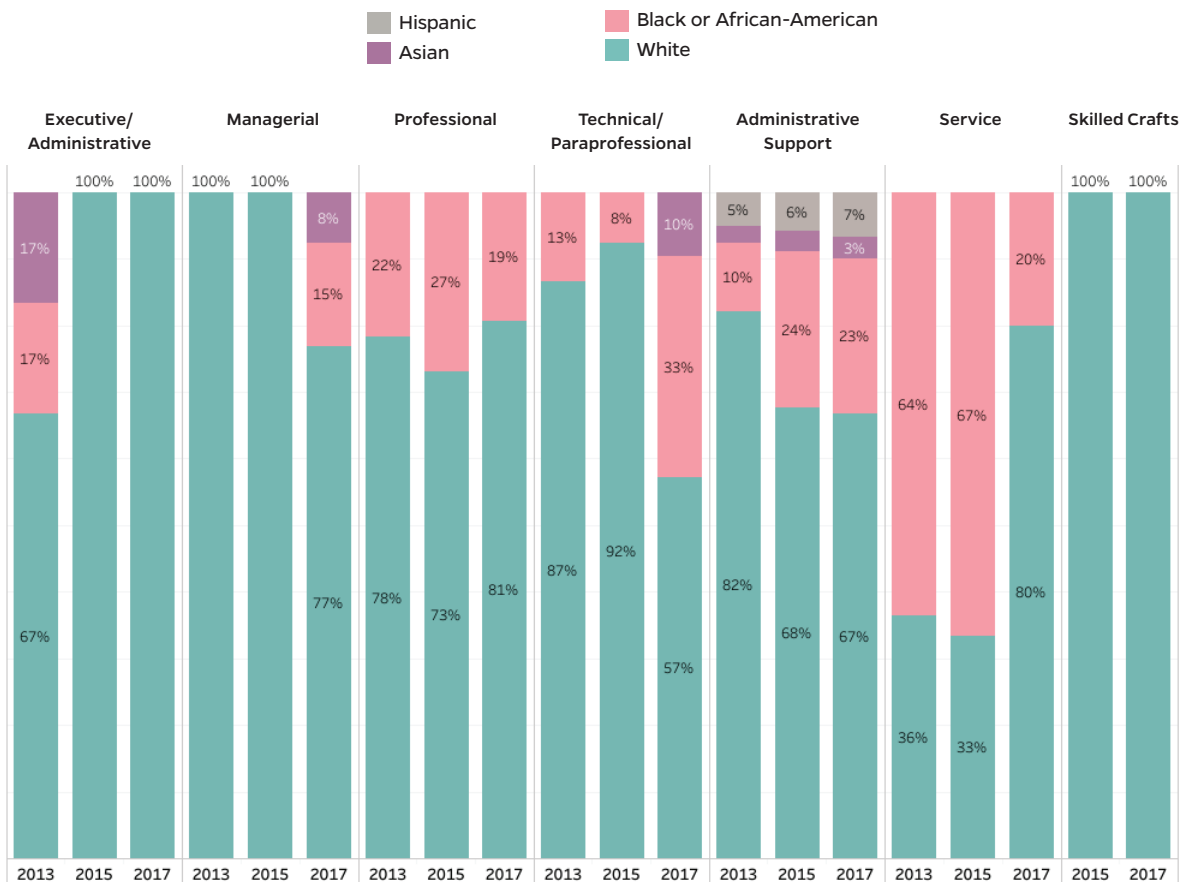


Minority Representation

Given the low number of staff members at Peabody, small changes in a given employment group can result in dramatic percentage changes. The following narrative therefore includes numbers of staff in addition to percentages in some categories.

Overall, minority representation at Peabody increased from 22% in 2013 to 27% in 2015 and 2017. The number of Service staff members at Peabody decreased from 11 to 5 between 2013 and 2017; that transition resulted in a decrease in minority representation in the Service role from 8 employees (67%) to 1 employee (20%). The number of staff members in the Professional employee group increased from 23 to 31 in 2013 and 2017, respectively, while minority representation decreased from 7 employees (27%) to 6 employees (19%) over the same timeframe. Similarly, the number of Tech/Paraprofessional staff members increased from 15 to 21 employees between 2013 and 2017, which resulted in increases in minority representation from 1 staff members in 2013 (8%) to 9 staff members in 2017 (43%).

Staff Composition by Ethnicity and Race, Peabody

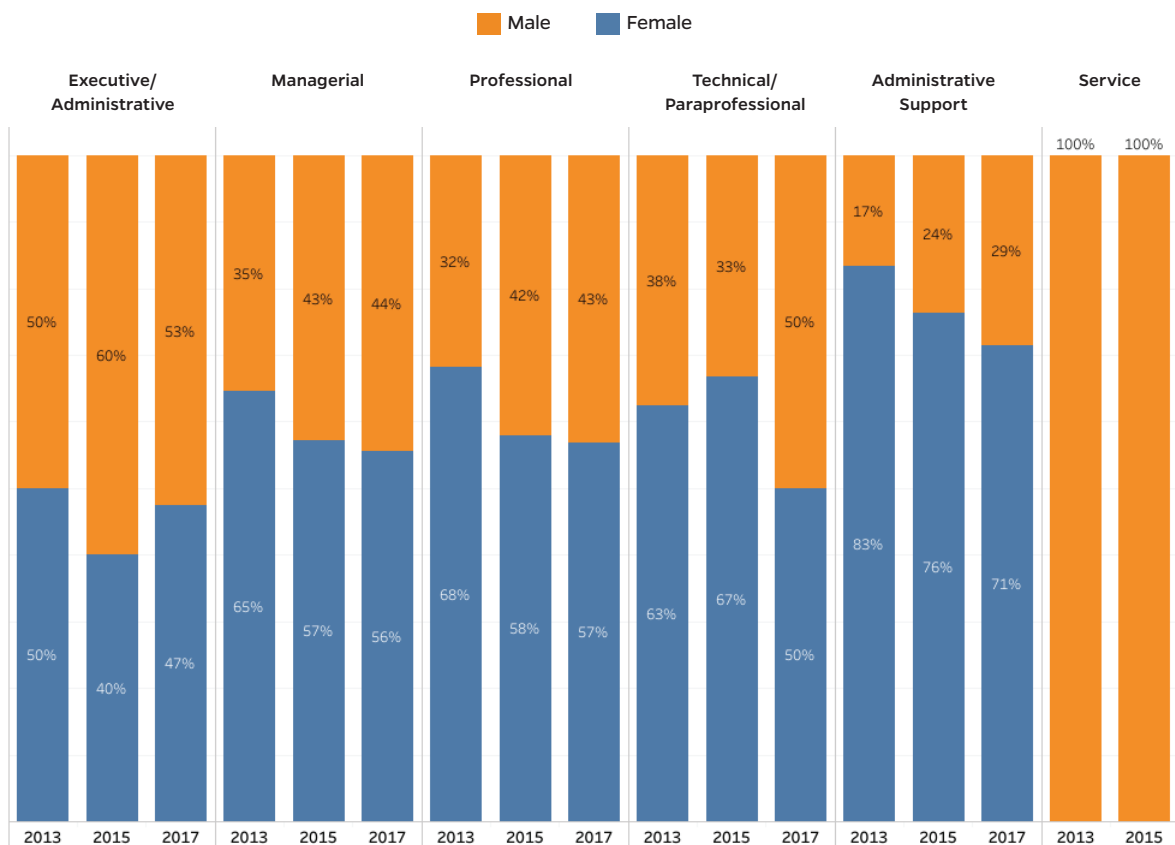


School of Advanced International Studies (SAIS)

Female Representation

SAIS has seen female representation in its staff population decline from 69% to 61% between 2013 and 2017. Among Executive/Administrative leaders, female representation dipped from 50% to 47%, though the total number of female staff members in this category increased from five to nine. There was a decline at the Tech/Paraprofessional level (63% to 50%), at the Managerial level (65% to 56%), and at the Professional level (68% to 57%).

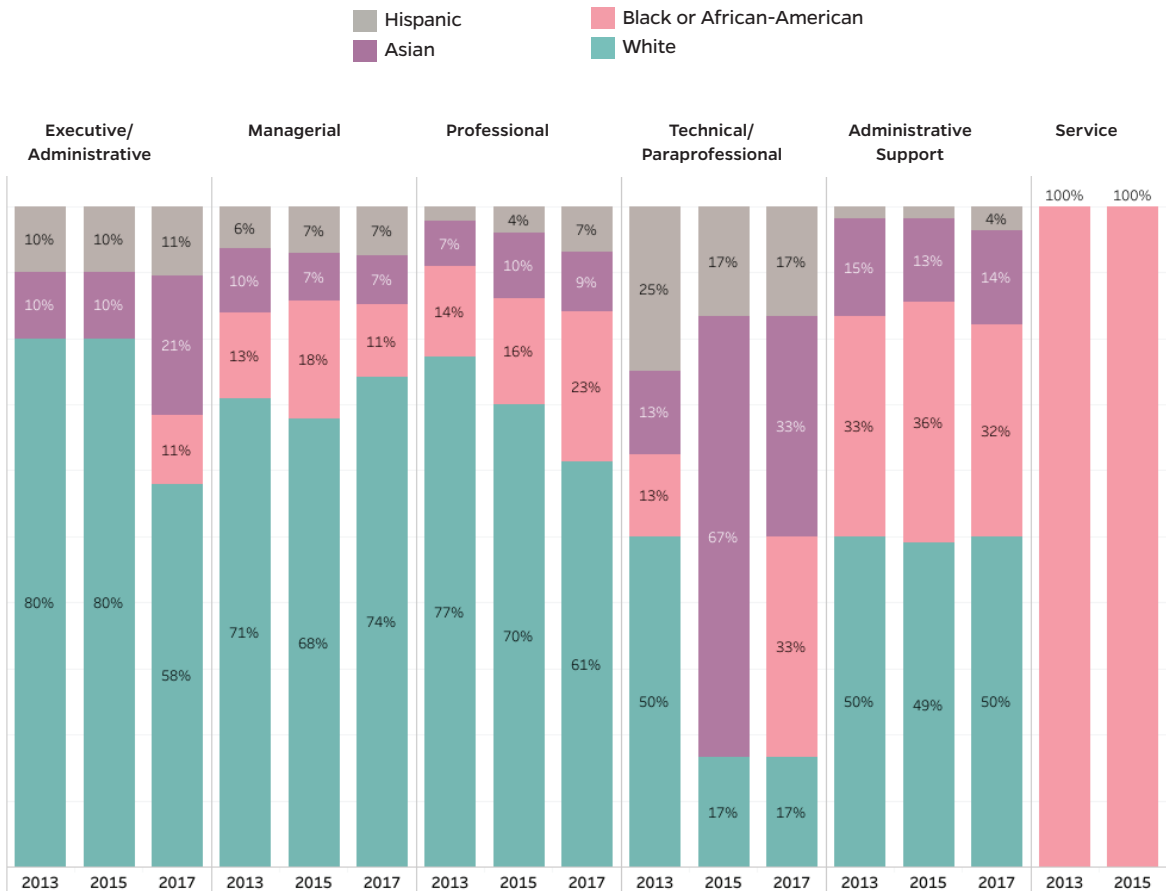
Staff Composition by Gender, SAIS



Minority Representation

SAIS has seen overall staff minority representation increase from 38% to 43% between 2013 and 2017. The most significant growth was at the Administrative/Executive level (20% to 42%) and among Tech/Paraprofessionals (50% to 83%) and Professionals (23% to 39%). The Managerial level saw the only decrease, from 29% to 26%.

Staff Composition by Ethnicity and Race, SAIS

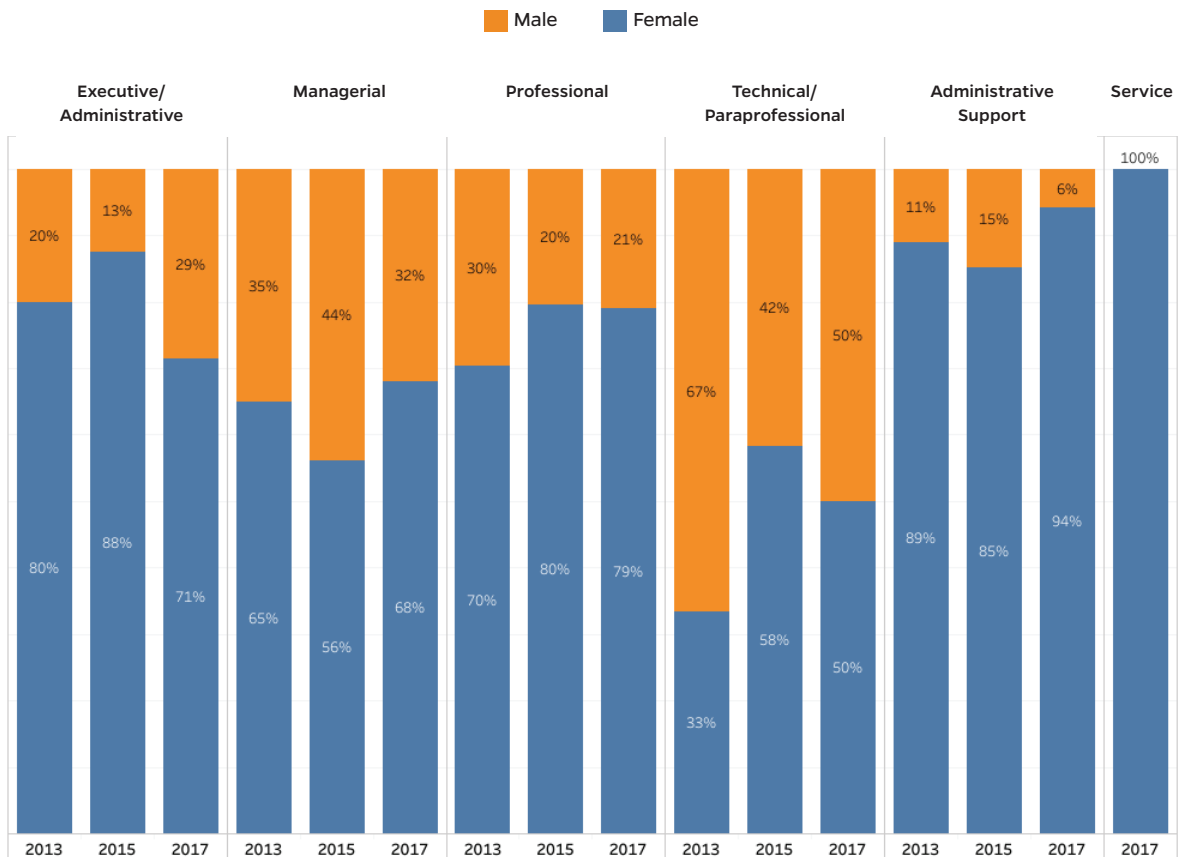


School of Education

Female Representation

In 2017, SOE had overall female representation of 79%, an increase from 71% in 2013, with significant female majorities in every employee group. At the Executive/Administrative level, the percentage of males has grown from 20% to 29% between 2013 and 2017. Other significant changes in that time period include growth in female representation at the Tech/Paraprofessional level (33% to 50%), the Professional level (70% to 79%), and the Administrative Support level (89% to 94%).

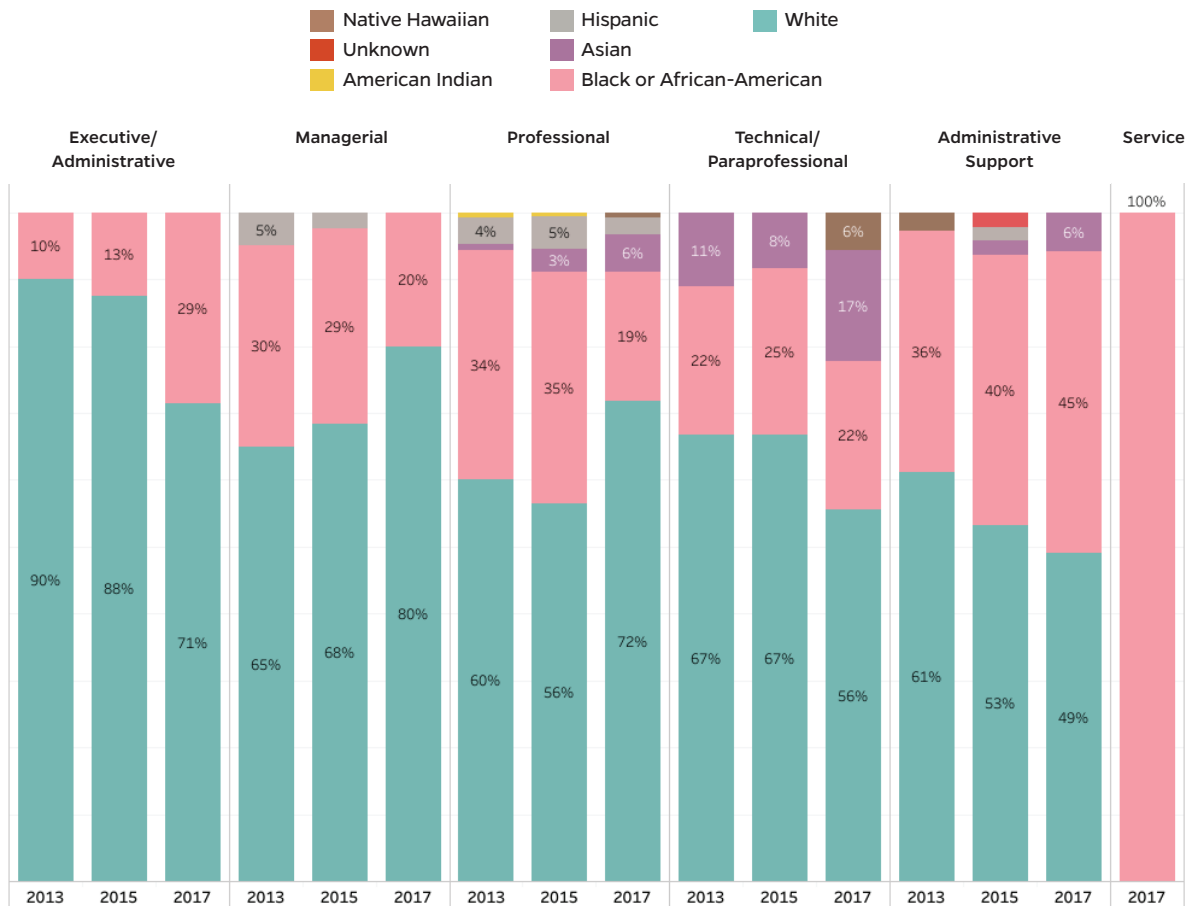
Staff Composition by Gender, School of Education



Minority Representation

Overall, SOE experienced a reduction in minority representation—from 37% to 34%—between 2013 and 2017. Changes in minority representation within SOE vary significantly among employment categories. The largest increase was at the Executive/Administrative level, which jumped from 10% to 29% between 2013 and 2017. In that same period, SOE saw significant decreases in minority representation among Managerial staff (35% to 20%) and Professionals (40% to 28%). Minority representation increased at the Tech/Paraprofessional level (33% to 44%) and at the Administrative Support level (39% to 51%).

Staff Composition by Ethnicity and Race, School of Education

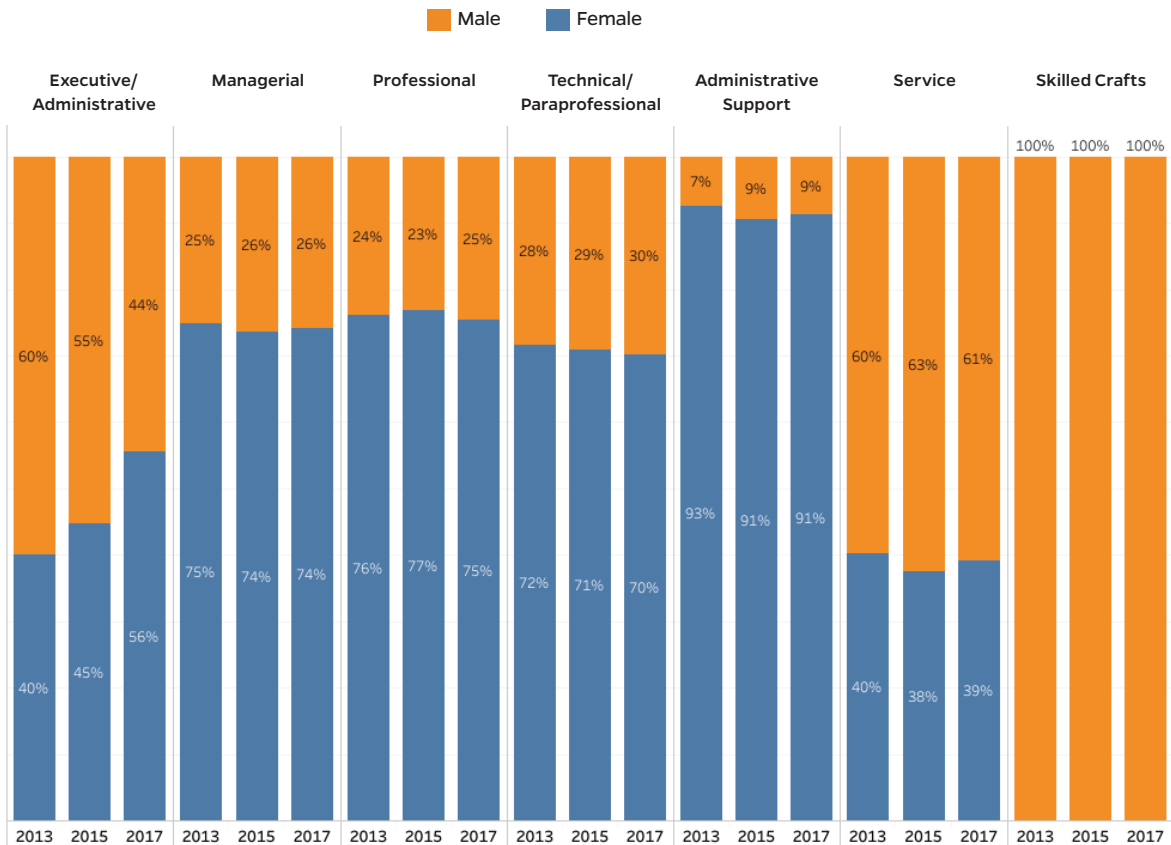


School of Medicine

Female Representation

Across the division, SOM staff were 77% female in 2017, relatively consistent with 78% in 2013. The division has consistently shown high female representation in the Managerial, Professional, Tech/Paraprofessional, and Administrative Support categories—females in these categories in 2017 ranged from 70% (Tech/Paraprofessional) to 91% (Administrative Support). In each employment category, female representation stayed relatively stable between 2013 and 2017, inching up or down by one or two percentage points. In 2017, the female representation at the Executive/Administrative level was 56%, marking the first-time females composed more than half of this category. Since 2013, SOM has had 0% female representation in Skilled Crafts, and between 38% and 40% in Service roles; these percentages track closely with the overall university population in these categories.

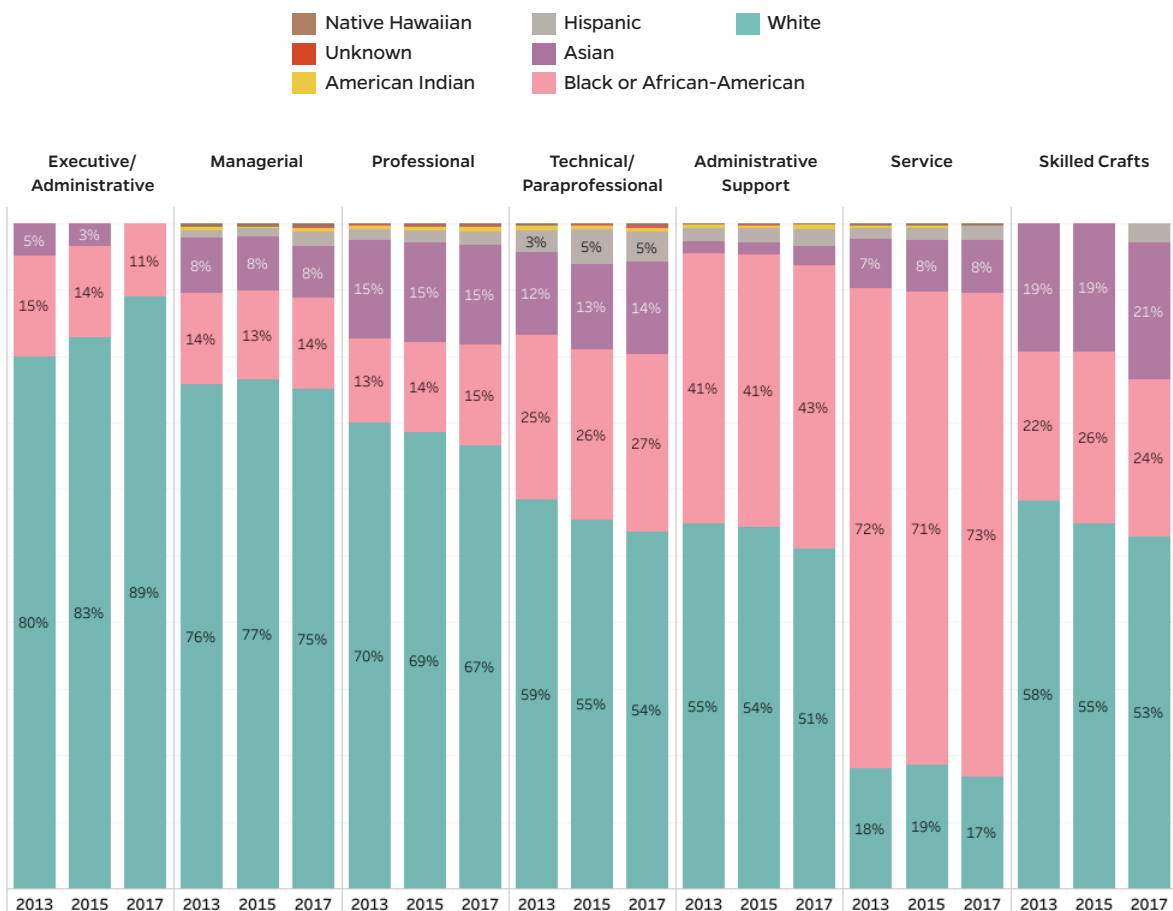
Staff Composition by Gender, School of Medicine



Minority Representation

SOM data show 41% minority representation among all staff in 2017, up from 38% in 2013. The most significant minority populations are in the Administrative Support and Service categories, where minorities make up 49% (up from 45% in 2013) and 83% (up from 82% in 2013), respectively. Minority representation was lower at higher ranks, standing at 33% for Professionals in 2017 (up from 30% in 2013), 25% for Managerial-level staff (up from 24% in 2013), and 11% for Executive/Administrative staff (down from 20% in 2013).

Staff Composition by Ethnicity and Race, School of Medicine

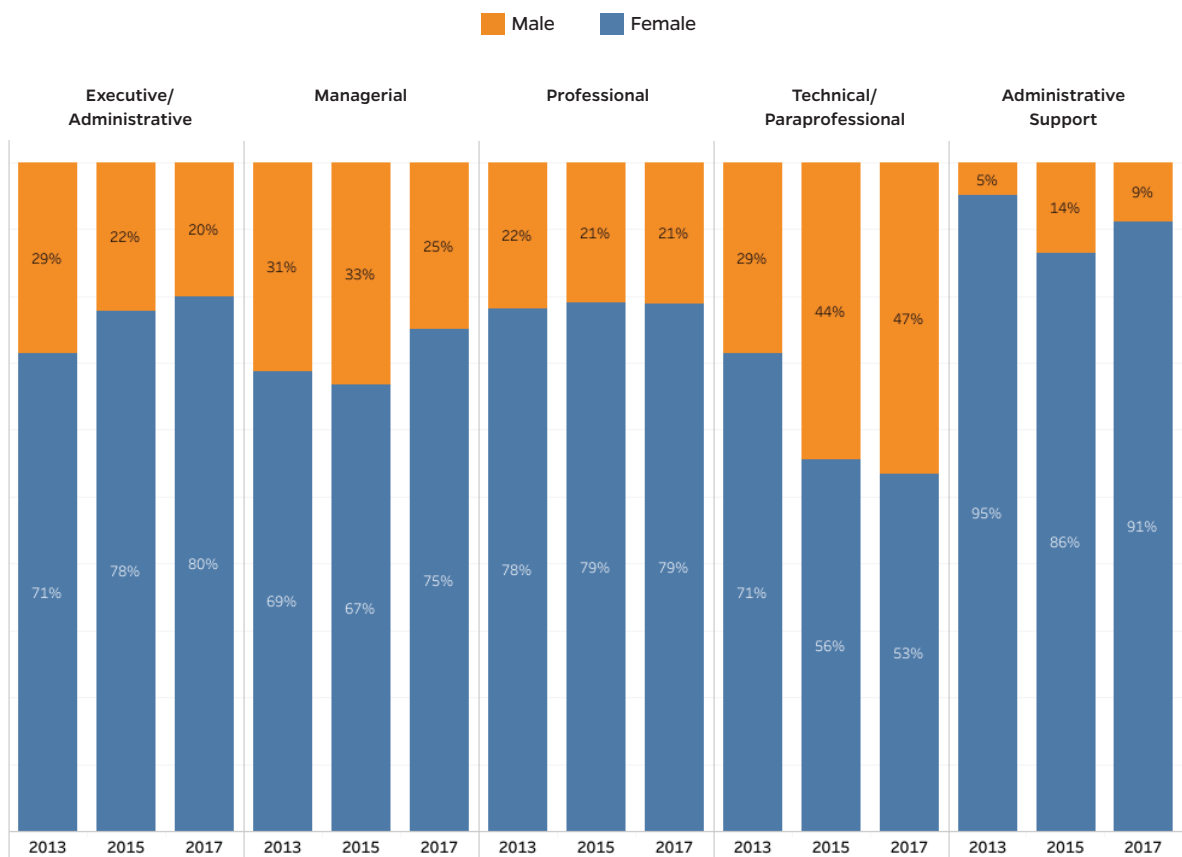


School of Nursing

Female Representation

Across the division, female representation stood at 79% in 2017, down from 81% in 2013. In three employment categories, female representation increased between 2013 and 2017—Executive/Administrative (71% to 80%), Managerial (69% to 75%), and Professional (78% to 79%). Representation fell in the other two categories—Tech/Paraprofessional (71% to 53%) and Administrative Support (95% to 91%).

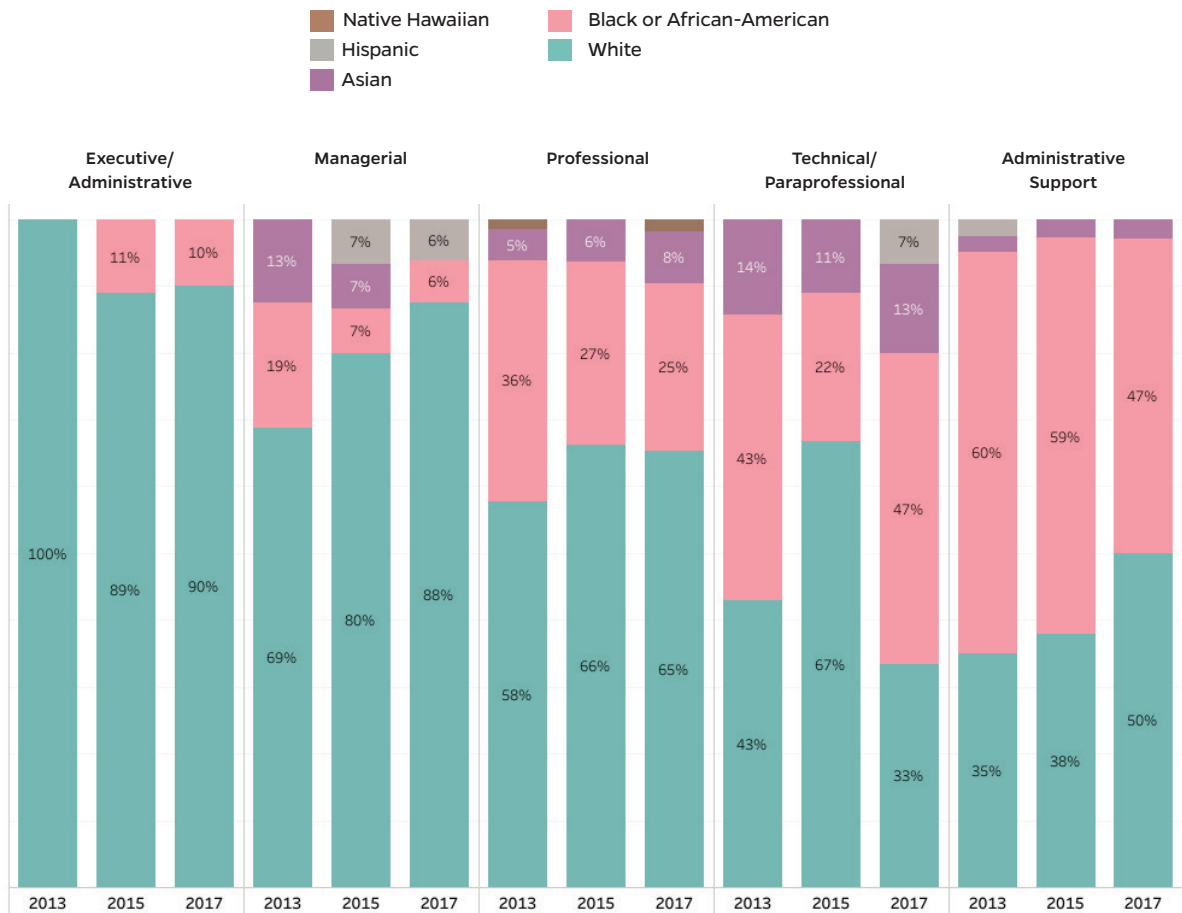
Staff Composition by Gender, School of Nursing



Minority Representation

SON's overall staff population was 38% minority in 2017, down from 47% in 2013. SON has significantly increased minority representation in the Tech/Paraprofessional category, jumping from 57% in 2013 to 67% four years later—the division's highest minority representation in any job category. In that time period, SON staff minority representation declined in almost every other category: from 65% to 50% in Administrative Support; from 42% to 35% among Professionals; and from 31% to 13% at the Managerial level. At the Executive/Administrative level, minority representation increased from 0% to 10% in that timeframe.

Staff Composition by Ethnicity and Race, School of Nursing

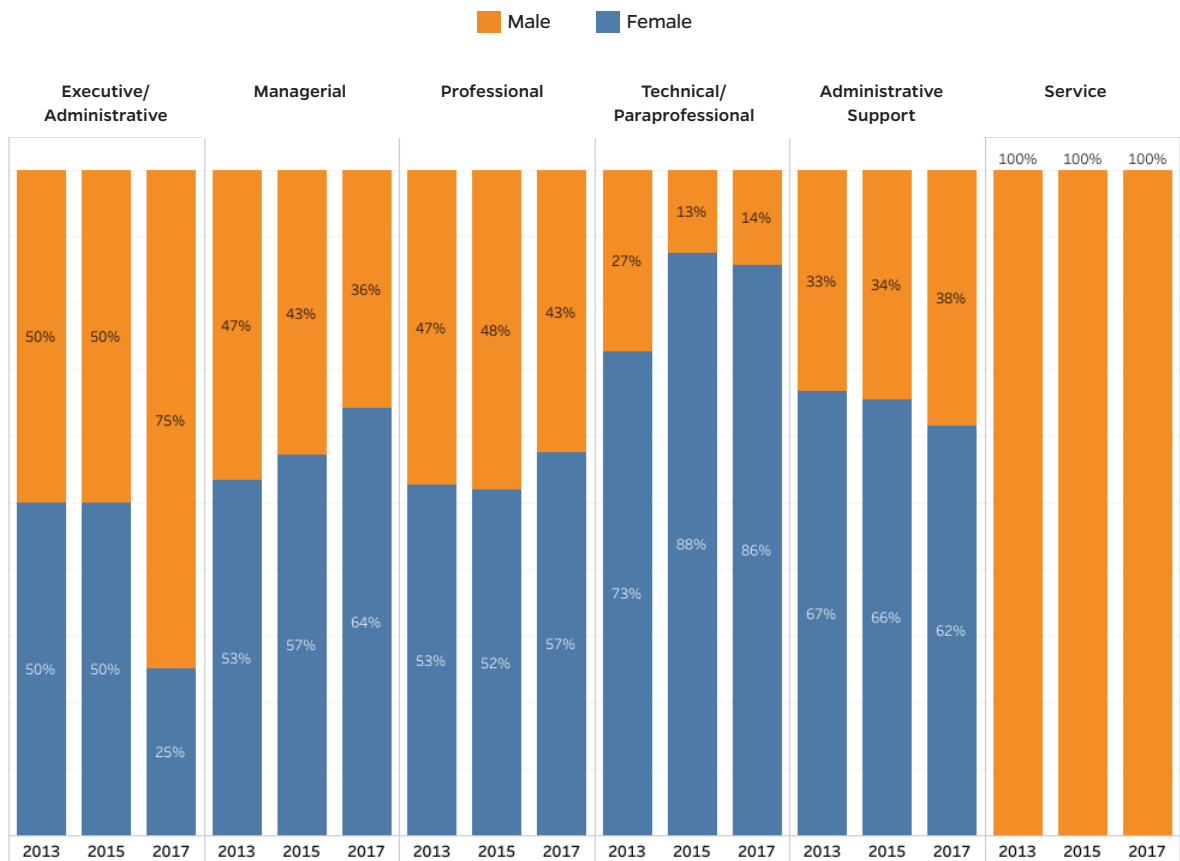


Sheridan Libraries and Museums

Female Representation

In 2017, the overall Library staff was 58% female, unchanged from 2013. Although female representation at the Executive/Administrative level shrank from 50% to 25% between 2015 and 2017, the percentages of female staff grew in that time in the Managerial (57% to 64%) and Professional roles (53% to 57%). Service staff remained 100% male throughout the reporting period.

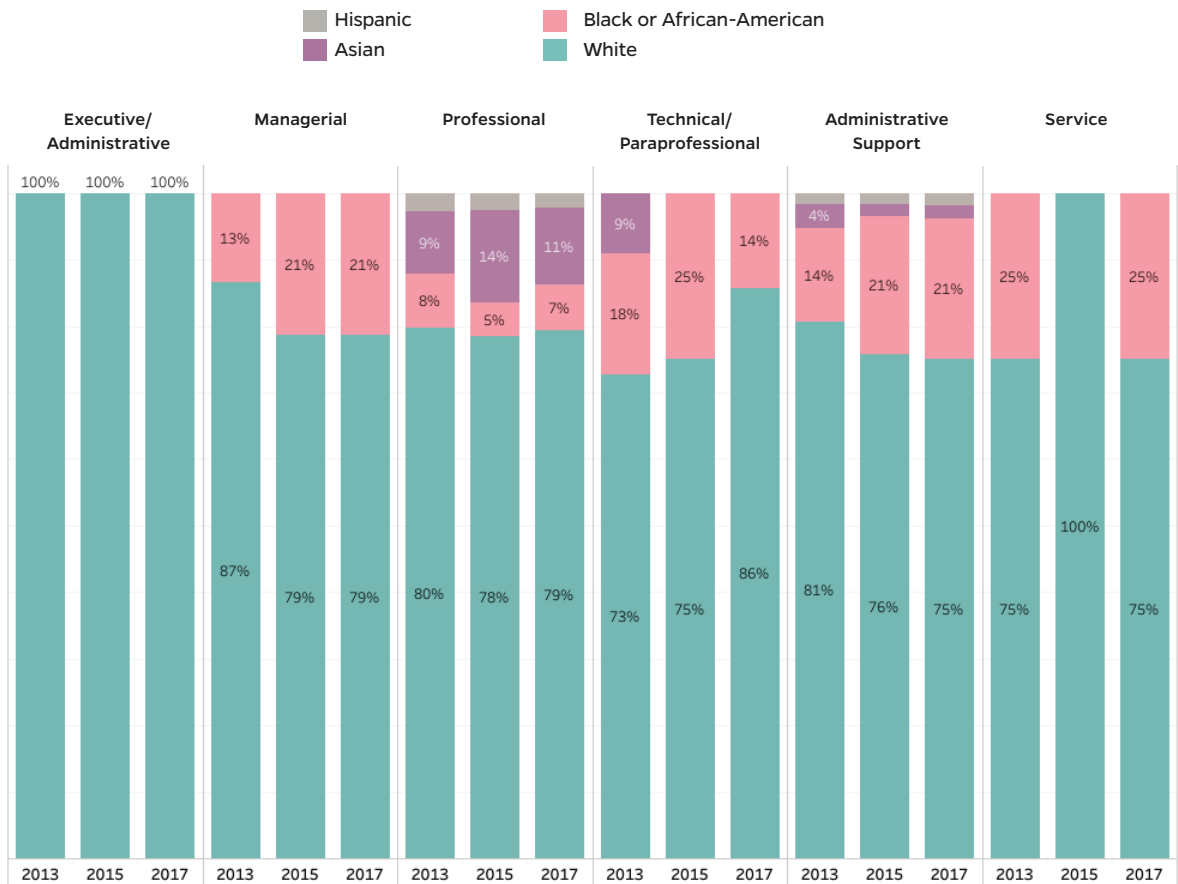
Staff Composition by Gender, Sheridan Libraries and Museums



Minority Representation

The overall Library staff was 21% minority in 2017, up from 19% in 2013. In every employment category, Library staff were at least 75 percent white in 2017, and the Executive/Administrative category was 100% white between 2013 and 2017. Minority representation within managerial and administrative support staff both increased in that time period—Managerial from 13% to 21% and Administrative Support from 19% to 25%.

Staff Composition by Ethnicity and Race, Sheridan Libraries and Museums



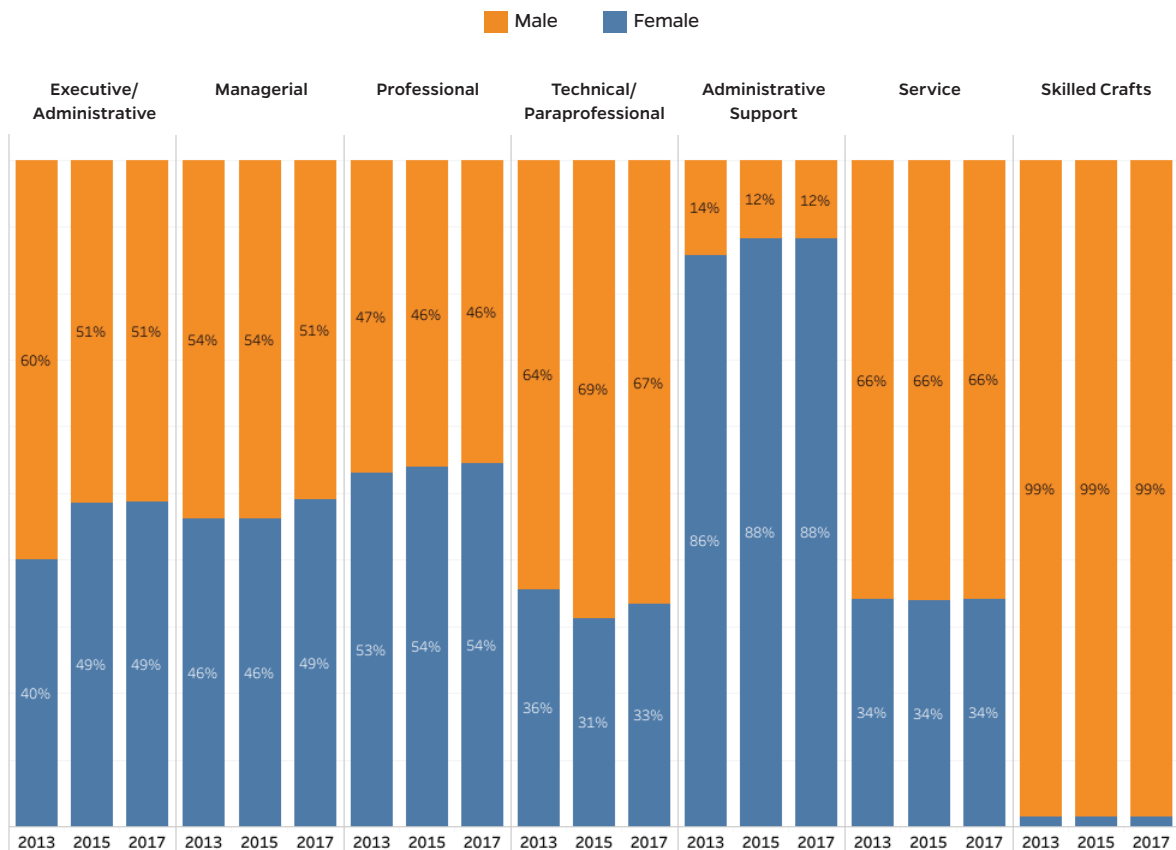
University Administration

University Administration (UA) includes staff in several parts of the university, including Development and Alumni Relations, Facilities and Real Estate, Human Resources, Information Technology, and others.

Female Representation

Overall, UA staff was composed of 52% females in 2017, up slightly from 51% in 2013. There has been positive movement in both numbers and percentages for women in the executive, professional, and managerial levels. The largest change was at the Executive/Administrative level, which increased from 40% to 49%. The number and percentage of women have remained largely flat in the remaining Paraprofessional and Support levels.

Staff Composition by Gender, University Administration

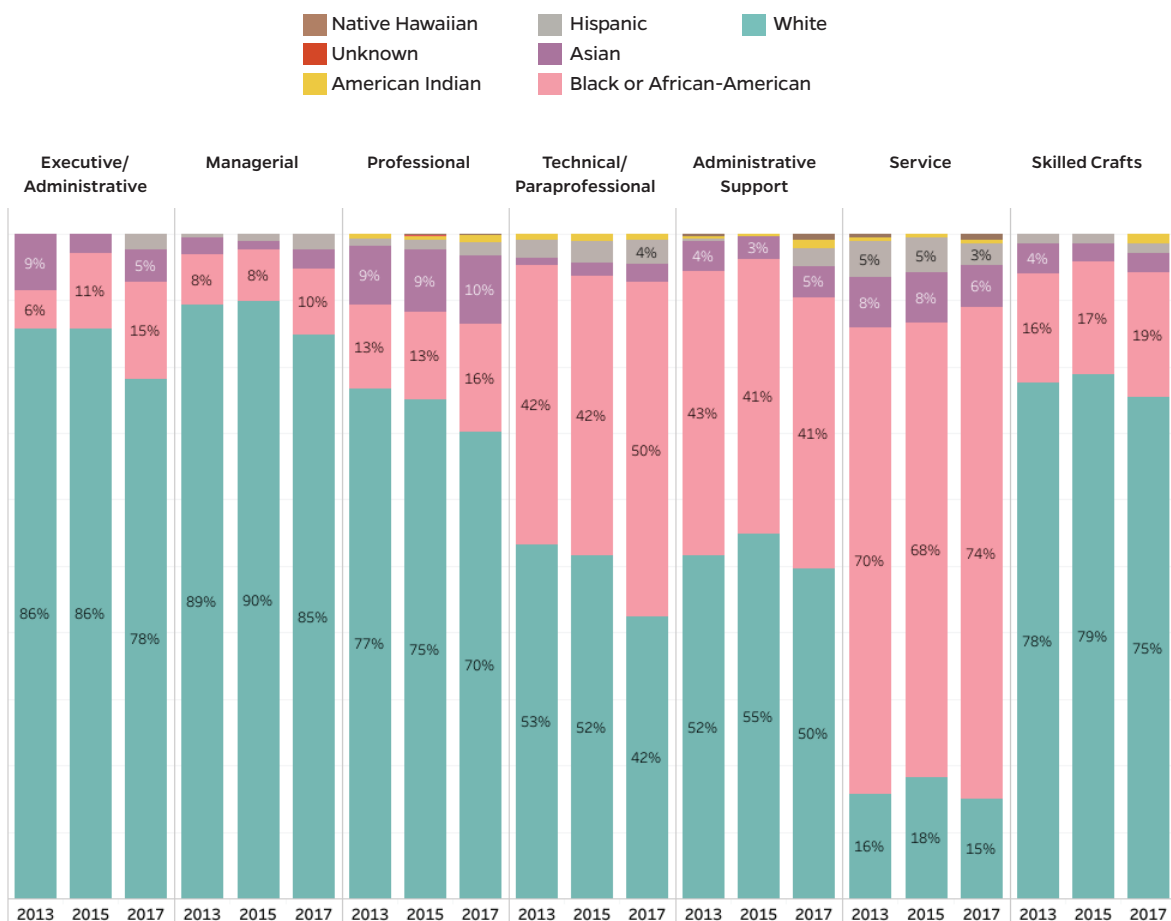


Minority Representation

Across all roles, minority representation in UA increased from 37% to 41% between 2013 and 2017, with increases seen in the Executive/Administrative level (14% to 22%), the Managerial level (11% to 15%), the Professional level (23% to 30%), and the Tech/Paraprofessional level (47% to 58%).

The number and percentage of minority employees have remained largely flat in the remaining Administrative Support, Service, and Skilled Crafts levels. Of note, supervision staff within the Service category are more diverse; at the time of this report, representation is 73% minority and 33% female.

Staff Composition by Ethnicity and Race, University Administration

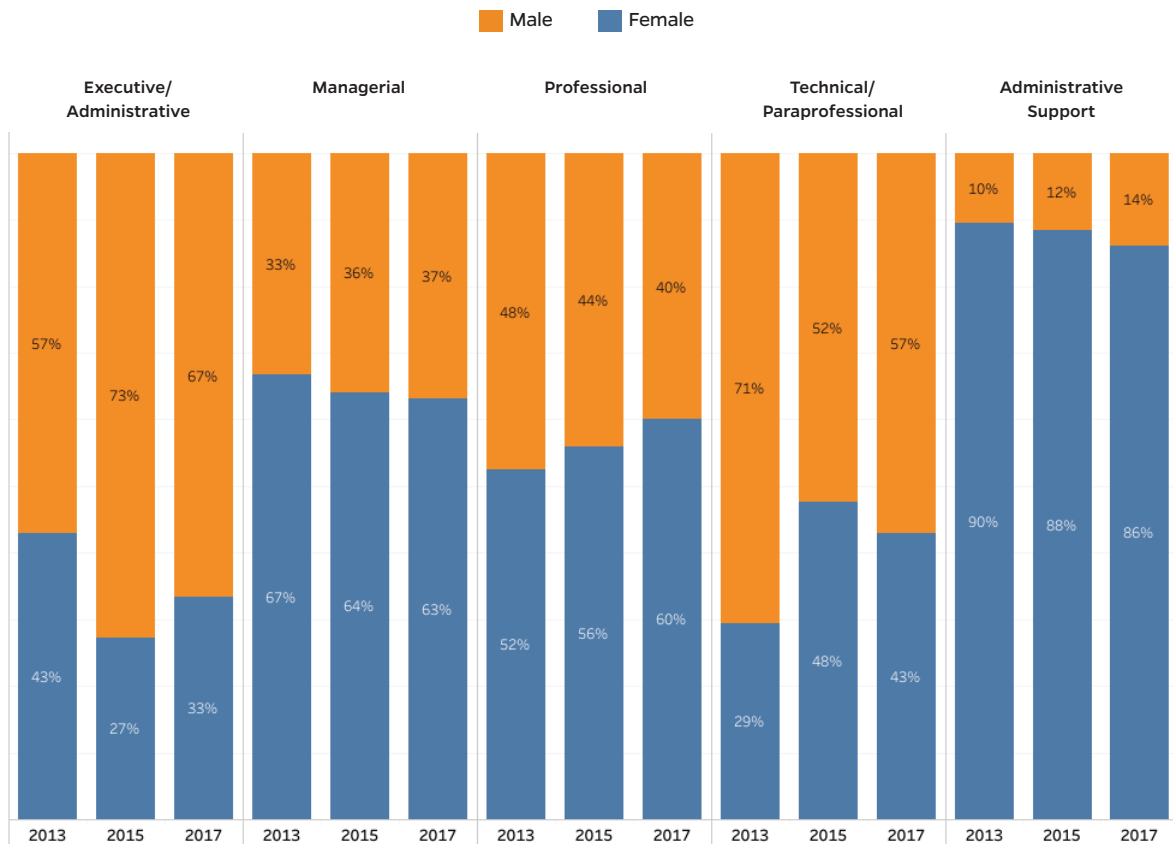


Whiting School of Engineering

Female Representation

The Whiting School had 66% female representation among its staff in 2017, up slightly from 64% in 2013. Among employee groups at the Whiting School, female representation in 2017 varied from a high of 86% at the Administrative Support level to a low of 33% at the Executive/Administrative level. While the percentage of women within the Managerial group fell slightly over the last four years (67% to 63%), the Whiting School saw growth within two groups: Professional (52% to 60%) and Tech/Paraprofessional (29% to 43%).

Staff Composition by Gender, Whiting School of Engineering



Minority Representation

Among the overall Whiting School staff in 2017, 25% were members of a minority racial or ethnic group, up from 20% in 2013. Among staff employee groups, minority representation in 2017 ranged from a high of 30% in Professional (up from 27% in 2013) to a low of 8% in the Executive/Administrative employee group (up from 0% in 2013). Every employee group showed some increase in minority representation since 2013.

Staff Composition by Ethnicity and Race, Whiting School of Engineering



JHU Employee Engagement Survey: Overview and Summary of Results

Background

One of Johns Hopkins University's long-term goals is to attract, develop, and retain a talented and diverse workforce of engaged employees. Employee engagement is about more than survey results. Engaged employees are committed to the university's goals and are more productive, motivated, and dedicated to achieving excellence. Conversely, disengaged employees can compromise productivity, retention, workplace safety, and the engagement of others.

The Gallup survey is the tool that we use to help measure our progress on engagement and to understand how we can ensure that employees have the information, support, and tools they need to do their best work. It is made up of 12 core questions along with additional questions related to areas Johns Hopkins wants to explore further. In 2018, the university included for the first time questions focused on diversity, equity, and inclusion, and collected the data necessary to aggregate all the survey results by gender, race, and ethnicity.

JHU has used Gallup to survey employees twice before—in 2012 and 2015. On the basis of those results, important changes were made across the university, including expanding leadership development and strengthening our employee goal-setting and performance assessments. The results of the 2018 survey are being used to continue our work toward a more engaged and inclusive workforce.

Survey Audience

The 2018 Employee Engagement Survey was administered by Gallup with support from HR in March 2018. A total of 7,897 JHU staff members completed the survey, representing 65% of the total staff workforce, including full-time and part-time employees. Faculty, adjunct faculty, casual/on-call, limited, temporary, postdocs, and student employees were not surveyed. Employee data for gender and race were pulled from SAP, the university's system for managing HR, payroll, and other functions.

While the overall results were shared through the Hub in April, 2018, more detailed results were released to leadership and managers throughout the university. Opportunities for improved engagement were identified by area leaders, and action plans were developed to work toward a more inclusive environment.

Survey Questions

The 2018 JHU Employee Engagement Survey consists of 12 core questions—called the Q12 by Gallup. According to research by the Gallup organization, the Q12 are elements that exist in every high-performing work environment, and they are the factors that are most powerful in explaining employees' productive motivations at work.

- Q01.** I know what is expected of me at work.
- Q02.** I have the materials and equipment I need to do my work right.
- Q03.** At work, I have the opportunity to do what I do best every day.
- Q04.** In the last seven days, I have received recognition or praise for doing good work.
- Q05.** My supervisor, or someone at work, seems to care about me as a person.
- Q06.** There is someone at work who encourages my development.
- Q07.** At work, my opinions seem to count.
- Q08.** The mission or purpose of my company makes me feel my job is important.
- Q09.** My associates or fellow employees are committed to doing quality work.
- Q10.** I have a best friend at work.
- Q11.** In the last six months, someone at work has talked to me about my progress.
- Q12.** This last year, I have had opportunities at work to learn and grow.

In addition to the Q12 questions, the university added a number of questions related to diversity, equity, and inclusion, and one question about feeling safe in the work environment:

- The people I work with treat each other with respect, regardless of how similar or different they are.
- I can be successful at this organization without compromising important aspects of my identity or culture.
- I feel comfortable disagreeing with my manager/supervisor.
- My organization is effective in demonstrating its diversity and inclusion commitments.
- My organization's leaders demonstrate that they value the opinions and ideas of people who are different.
- Conflicting views and opinions are valued in the decision-making process where I work.
- If I raised a concern about discrimination, I am confident my employer would do what is right.
- I have the same opportunities for advancement as other staff with similar experience and performance levels.

- If I experience discrimination and/or harassment, I know where to go.
- I feel safe in my work environment

The School of Medicine (SOM) used another four questions in the survey to better align with the health system and hospital environment; these questions were not administered to other areas of the university.

- My immediate supervisor creates an environment that is trusting and open.
- My immediate supervisor inspires me to do more than I thought I could.
- My immediate supervisor keeps all employees well informed.
- My immediate supervisor gives continuous feedback to help me improve my performance.

The university outside of the School of Medicine asked an open-ended diversity question:

- How can Hopkins work to successfully meet the needs of staff and the community in ways that are inclusive of all?

Plus, all JHU staff members received a final open-ended question:

- Please add any comments about your engagement at Hopkins.

Summary of Results

Gallup reported that the “grand mean” of Johns Hopkins University results—their assessment of the overall engagement of staff members who completed the 2018 survey—is 3.88 on a five-point scale, an increase from 3.80 in 2015. The question with the highest score was No. 1, “I know what is expected of me at work,” with a score of 4.34. The question with the lowest score was No. 10, “I have a best friend at work,” with a score of 3.16.

When we reviewed the data disaggregated across staff populations specific to gender, race, ethnicity, and LGBTQ identity, we found our diverse populations are experiencing Hopkins differently in a majority of areas measured by the survey. Data by race and gender are provided on the following pages. Of the employees who chose to self-report their gender identity and sexual orientation, 10% reported as LGBTQ. The Q12 mean for LGBTQ employees was 3.84 as compared to the overall mean of 3.88. The data affirm feedback that we have received from our staff affinity network groups and will serve as the foundation for a diversity, equity, and inclusion strategy for staff.

Of the questions that were written specifically for the university, the **highest scores** were:

- If I experience discrimination and/or harassment, I know where to go. (4.24)
- I feel safe in my work environment. (4.22)
- I can be successful at this organization without compromising important aspects of my identity or culture. (4.17)

The JHU questions with the **lowest scores** were:

- Conflicting views are valued in the decision-making process where I work. (3.56)
- I have the same opportunities for advancement as other staff with similar experience and performance levels. (3.62)
- My organization's leaders demonstrate they value the perspective of opinions and ideas of people who are different. (3.88)

University HR leaders also read each of the more than 2,500 statements submitted to the open-ended, comment box questions. There is no “score” for these responses, and to protect the anonymity of respondents, we cannot see who submitted each comment to follow up on specific concerns. However, this review provided a rich qualitative insight into climate concerns of our staff, and key themes have been shared with leadership for integration into conversations about work climate in their divisions.

Positive themes mentioned in the Gallup responses included overall satisfaction with JHU as an employer and satisfaction with the respondent's manager and/or department, alignment with the JHU mission, the availability of career development opportunities, and interactions with colleagues at the university. Negative themes mentioned by respondents included a lack of career growth and/or mentors, pay, aspects of diversity and inclusion, issues with a manager and/or leadership, and workload.

Gallup Survey Results by Race

		By Race				
		All JHU (n=7,897)	White (n=5,267)	Black (n=1,758)	Hispanic (n=222)	Other (n=738)
All JHU (including SOM)						
Q00. How satisfied are you with your organization as a place to work?	3.82	3.83	3.78	3.79	3.84	
Q1. I know what is expected of me at work.	4.34	4.31	4.39	4.38	4.35	
Q2. I have the materials and equipment I need to do my work right.	4.19	4.18	4.21	4.14	4.21	
Q3. At work, I have the opportunity to do what I do best every day.	3.96	3.93	4.01	3.95	4.03	
Q4. In the last seven days, I have received recognition or praise for doing good work.	3.47	3.51	3.28	3.49	3.58	
Q5. My supervisor, or someone at work, seems to care about me as a person.	4.23	4.27	4.10	4.22	4.18	
Q6. There is someone at work who encourages my development.	3.8	3.81	3.75	3.82	3.85	
Q7. At work, my opinions seem to count.	3.73	3.79	3.57	3.73	3.78	
Q8. The mission or purpose of my company makes me feel my job is important.	4.02	4.04	3.93	4.03	4.08	
Q9. My associates or fellow employees are committed to doing quality work.	4.04	4.06	4.00	3.90	4.03	
Q10. I have a best friend at work.	3.16	3.23	2.93	3.00	3.21	
Q11. In the last six months, someone at work has talked to me about my progress.	3.76	3.77	3.67	3.77	3.83	
Q12. This last year, I have had opportunities at work to learn and grow.	3.91	3.96	3.73	3.90	3.98	
Grand Mean (Overall Engagement)	3.88	3.91	3.80	3.86	3.93	
Other Questions						
If I raised a concern about discrimination, I am confident my employer would do what is right.	4.03	4.13	3.73	4.13	4.03	
I feel safe in my work environment.	4.22	4.25	4.12	4.36	4.19	
I feel free to express my thoughts, feelings, and disagreements to my supervisor.	3.93	3.96	3.82	4.01	3.90	
My immediate supervisor keeps me informed about what is going on at my organization.	3.78	3.76	3.82	3.91	3.78	
My organization provides me with opportunities to balance my work life and personal life.	4.01	4.03	3.97	3.96	4.00	
I can be successful at this organization without compromising important aspects of my identity or culture.	4.17	4.25	3.96	4.15	4.09	
The people I work with treat each other with respect, regardless of how similar or different they are.	3.95	4.00	3.83	3.95	3.96	
My organization's leaders demonstrate they value the perspective of opinions and ideas of people who are different.	3.88	3.95	3.63	3.89	3.92	
My organization is responsive to the diversity of the communities we serve.	4.23	4.32	4.03	4.17	4.10	
My organization is effective in demonstrating its diversity and inclusion commitments.	4.02	4.12	3.73	4.02	4.01	
Conflicting views are valued in the decision making process where I work.	3.56	3.60	3.39	3.62	3.69	
My immediate supervisor creates an environment that is trusting and open.	4.06	4.10	3.93	4.09	4.09	
My organization is meeting the needs of a diverse population of patients and families.	4.33	4.39	4.19	4.29	4.18	
My immediate supervisor inspires me to do more than I thought I could.	3.79	3.80	3.74	3.79	3.86	
My immediate supervisor gives continuous feedback to help me improve my performance.	3.70	3.67	3.71	3.86	3.83	
I have the same opportunities for advancement as other staff with similar experience and performance levels.	3.62	3.70	3.39	3.54	3.58	
If I experience discrimination and/or harassment, I know where to go.	4.24	4.28	4.21	4.16	4.08	

* The two heatmaps (Race and Gender) compare the values in the table to one another. The lowest values in the race table are red, highest are green, and those in the middle are yellow.
The lowest values in the Gender table are red, highest are green, and those in the middle are yellow.

** In the Race table, "Other" includes employees who identified as American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Two or More Races.

Gallup Survey Results by Gender

	All JHU (n=7,897)	By Gender		
		Women (n=5,913)	Men (n=1,974)	Unknown (n=10)
All JHU (including SOM)				
Q00. How satisfied are you with your organization as a place to work?	3.82	3.81	3.85	4.60
Q1. I know what is expected of me at work.	4.34	4.35	4.30	4.60
Q2. I have the materials and equipment I need to do my work right.	4.19	4.19	4.19	4.50
Q3. At work, I have the opportunity to do what I do best every day.	3.96	3.97	3.92	4.30
Q4. In the last seven days, I have received recognition or praise for doing good work.	3.47	3.46	3.50	4.33
Q5. My supervisor, or someone at work, seems to care about me as a person.	4.23	4.23	4.21	4.70
Q6. There is someone at work who encourages my development.	3.8	3.81	3.77	4.50
Q7. At work, my opinions seem to count.	3.73	3.70	3.83	4.30
Q8. The mission or purpose of my company makes me feel my job is important.	4.02	4.02	4.02	4.40
Q9. My associates or fellow employees are committed to doing quality work.	4.04	4.03	4.06	4.60
Q10. I have a best friend at work.	3.16	3.19	3.08	3.11
Q11. In the last six months, someone at work has talked to me about my progress.	3.76	3.74	3.79	4.00
Q12. This last year, I have had opportunities at work to learn and grow.	3.91	3.89	3.95	4.17
Grand Mean (Overall Engagement)	3.88	3.88	3.89	4.29
Other Questions				
If I raised a concern about discrimination, I am confident my employer would do what is right.	4.03	3.99	4.15	4.89
I feel safe in my work environment.	4.22	4.19	4.31	4.80
I feel free to express my thoughts, feelings, and disagreements to my supervisor.	3.93	3.89	4.03	4.33
My immediate supervisor keeps me informed about what is going on at my organization.	3.78	3.78	3.75	5.00
My organization provides me with opportunities to balance my work life and personal life.	4.01	3.99	4.05	4.40
I can be successful at this organization without compromising important aspects of my identity or culture.	4.17	4.16	4.19	4.60
The people I work with treat each other with respect, regardless of how similar or different they are.	3.95	3.91	4.08	4.60
My organization's leaders demonstrate they value the perspective of opinions and ideas of people who are different.	3.88	3.85	3.95	4.44
My organization is responsive to the diversity of the communities we serve.	4.23	4.24	4.17	4.80
My organization is effective in demonstrating its diversity and inclusion commitments.	4.02	4.00	4.10	4.44
Conflicting views are valued in the decision making process where I work.	3.56	3.53	3.66	4.38
My immediate supervisor creates an environment that is trusting and open.	4.06	4.06	4.07	4.80
My organization is meeting the needs of a diverse population of patients and families.	4.33	4.33	4.28	4.80
My immediate supervisor inspires me to do more than I thought I could.	3.79	3.80	3.75	4.80
My immediate supervisor gives continuous feedback to help me improve my performance.	3.70	3.70	3.66	4.80
I have the same opportunities for advancement as other staff with similar experience and performance levels.	3.62	3.59	3.70	4.44
If I experience discrimination and/or harassment, I know where to go.	4.24	4.23	4.27	4.40

